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ABSTRACT

This document consists of 4 years worth of issues (16 issues) of the quarterly "Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education" (otherwise known as the "AHSSPPE Bulletin"), extending from 1983 through 1986. Some feature articles during this process have the following titles and authors: "Strategies for Course Modification for Enhanced Accommodation of Nontraditional Learners" (Fred L. Wilson); "Attitudes and Behaviors toward Physically Disabled Students: Discussions with Faculty" (Bob Nathanson); "Developing Competence and Autonomy for Disabled Students" (Janet K. Huss); "Financial Aid/Vocational Rehabilitation Agreements--Are They Working?" (Richard Harris); "The Emergence of Disability Studies" (David Pfeiffer and Alexa Novak-Krajewski); "Specialized Career Services: An AHSSPPE Survey" (Debra Sampson); "Academic Adjustment for Students with Learning Disabilities: What's Appropriate?" (Sam Goodin); "The Learning Disabled College Student: Problem Areas and Coping Strategies" (Renee L. Goldberg); "Has 94-142 Failed the College-Bound Disabled Student?" (Richard Harris); "A Retention Program for Students with Learning Disabilities: One University's Success" (James K. Bowen and Bernard C. Kinnick); "Fostering Independence in Learning Disabled Students: A Counseling Approach" (Arunas Kuncaitis); Sign Language Transliteration and its Necessity in the University Classroom: A Position Paper" (Darlene Morkert and Carol Funckes); "Facilities and Services for Handicapped Students in Christian Colleges: A Research Study" (Duane Kuik et al.); "Tapping Diversity within Higher Education: Some Lessons Learned" (Jeff Porter et al.); "Developing a Reading Program for Dyslexic College Students" (Pamela B. Adelman); "Self Advocacy" (David Pfeiffer); "The Emergence of the Study of Disability and Society at the University of Southern California" (Harlan Hahn and Paul K. Longmore); "Postsecondary Education for Disabled Students--Written Testimony" (William Scales); "The Role of College Disabled Student Service Programs in Providing Access to the Microcomputer" (Victor H. Margolis); "Appropriateness of Academic Adjustments for Students with Learning Disabilities: Perceptions of Service Providers" (Russ Bumba and Sam Goodin);

"Faculty Awareness of the Needs of Physically Disabled Students in the College Classroom" (Carroll Jo Moore et al.). References accompany most articles. (DB)

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Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

VOLUME 1 Number 1 through VOLUME 4 Number 4.

Winter 1983 through Fall 1986

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

Liz Neault, Editor

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AHSSPPE
Bulletin of the Association on Handicapped Student
Service Programs in Post-Secondary Education

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president's message

Dear Members:

What an exciting time to be President of AHSSPPE! And what a demanding time as well! As I write this letter in early November, AHSSPPE is being catapulted into adulthood. The hiring of Jane Jarrow as Executive Director has given AHSSPPE a national office and a permanent address as well as a central person for the members to contact. Director Jarrow, who is working one-quarter time this year, purchased AHSSPPE's computer. This fall she has computerized all the membership records and mailing labels, thus eliminating the need to retain the outside accounting agency. Because of our computer capabilities, Jane will be distributing member rosters.

In late September, AHSSPPE received a grant from the Department of Education in Washington to conduct four disability awareness training programs for TRIO personnel across the country. The Advisory Board for the grant has named Dr. Cleetis Judkins as Program Coordinator.

Of course, another exciting event is the publication of this inaugural issue of the bulletin. Sitting here in November trying to visualize the finished product, it seems almost impossible to complete it in time for a January mailing. I said these were exciting times—I guess we made it. The bulletin is in your hands.

The bulletin didn't just happen. It is the culmination of the hopes and dreams of AHSSPPE's Executive Council since AHSSPPE's founding. Perhaps a look back to AHSSPPE's beginnings might be appropriate to see where the Association is headed.

To me, the foundation of AHSSPPE has always been communication. On October 21, 1975, a group of handicapped student service providers met at Wright State University. Their purpose was to share information and experiences in order to gain insights into methods for providing quality service delivery programs. They met again in March, 1977, and expressed the need for an organized, professional network which would provide a vehicle for continued contact during the academic year and would facilitate further exploration of improved models for service delivery. This group of 26 people appointed a communication committee and *ALERT* was born. Its beginnings were homespun and humble. I remember the name and logo being hand drawn in my living room one night by a dear friend. Its production costs were borne by all our officers as much as possible, and the pages were typewritten and copied. But it served the members' needs.

The name AHSSPPE was formally adopted in March of 1978, when the constitution and by-laws were ratified. Articles of Incorporation were filed and the decision was made to sponsor an annual conference, starting with Denver in 1980.

In 1979-80, four issues of the *ALERT* were published annually and it was felt that five issues a year were needed to serve the 325 members. The editorial staff of *ALERT* was established as a separate committee and taken out of the communication committee. During this same time, job referral and information referral services were initiated.

The membership grew to 457 by May of 1980. A computerized membership mailing system was developed at Wright State and later transferred to an accounting acency for record-keeping purposes. AHSSPPE received IRS nonprofit status. Past President and the Ron Blosser Dedicated Service Awards were given for the first time.

AHSSPPE gained professional recognition in 1981 with representation on the Council for the Advancement of Standards and on the HEATH/Closer Look Advisory Board.

An editorial board was formed to look into publication of a monograph series, which turned out to be the bulletin you are reading now.

And this brings us up to the present. Exciting times—yes. But why demanding? Because AHSSPPE is no longer a fledgling organization. It has matured. Many of the members' programs and services have matured. I ponder how we will meet the challenge of maturity.

The bulletin is a reflection of AHSSPPE's coming of age. Maturity means membership responsibility. AHSSPPE's strength has always been the willingness of its officers and Executive Council to give hundreds of hours of time to keep AHSSPPE growing. It is time for Executive Council to be joined by many other members willing to share their time and talents. An active membership is the lifeblood of any organization. Members can contribute to the bulletin by serving on the editorial board, by writing feature articles, by taking responsibility for a section of the bulletin, by writing letters to the bulletin, by keeping the editor informed of moves, promotions, awards, and so on, by sharing creative concepts, and by submitting articles to Campus Happenings. The bulletin is a huge project. It can succeed and meet the changing needs of the membership only if the membership helps.

The only way to meet the challenge is for all of you to become involved, active, and supportive of AHSSPPE, its projects, and its committees. Frequently, I need several members to take on a one-time project like student awards, or to chair a one-time committee like nominations, or to fill a committee chair vacancy. But I don't know all of you and I don't know if you want to serve.

So take that first action step. I expect to receive a letter from every one of you during the coming year. Tell me what you are willing to do, what your time commitment would be, and what your skills and talents are. Help me create a membership pool that Executive Council and I can call upon when needed. AHSSPPE has grown to over 500 members. The organization is still trying to meet membership needs and the task gets bigger very year. The membership must respond to AHSSPPE's needs if we are going to continue to grow and function.

Let's go through these exciting and demanding times together. Let's make AHSSPPE an integral part of our professional lives. We'll all benefit.

Sharon Bonney
President

Sharon Bonney (AHSSPPE President) and Susan O'Hara (Conference Chair, AHSSPPE '83)

SOMETHING NEW HAS BEEN ADDED

As you will note by what you are presently holding, *AHSSPPE* is continuing "on the move." The *ALERT* newsletter has again undertaken a change and the result will be better communication with the members. My responsibility as *ALERT* Editor (as it has been) has come to an end. AHSSPPE will continue with an *ALERT;* however, items will now be focused on legislative happenings, association news and generally information of a "MUST KNOW NOW" nature.

As Editor, I would like to take this opportunity to express my warmest THANKS to all of you who assisted in making my task a little easier during my two-year term. I have enjoyed the task, found the responsibility challenging (frustrating also!), benefitted from the experience, and above all else established some invaluable friendships. I believe in the Association and know it is necessary to our continued survival and reach for equality. The success of any association is based on the support and contributions of its members. You have given me and the *ALERT* that support by your articles, comments and other contributions. Thank you for an exciting and enjoyable two years, and my best to the editor of AHSSPPE's newest publication, Liz Neault.

As tradition has it, I will be trading responsibilities and not just fading quietly into the dusk. You will be hearing from me again as Chair of the Communications Committee. I look forward to my new responsibilities with interest and enthusiasm and know I will continue to enjoy the support from AHSSPPE members that I have received in the past.

Sherry A. Robinson
Chairperson, Communications Committee

"I ONLY WANTED TO HELP, SO I GAVE HER A 'B'"

Reprinted with permission of Center for Education for Non-Traditional Students, Inc., Robbinsdale, Minn.

When asked to make a presentation on this topic at a recent conference, it was the title that hooked me. While I am by no means an expert in anything related to the experience of disabled people, I have a great deal of experience in worrying about and struggling with my reactions and behaviors toward disabled students in my classes.

How do I, as a college professor, provide disabled students with a fair opportunity to learn in my classes, making the appropriate "reasonable accommodations" and yet not treating them in a way that encourages and reinforces dependency? That is the essence of my struggle, and perhaps can serve as a kind of "definition" of the problem. It is a very subjective definition, as will be this examination of the problem. For it is based on what, in reflecting over the past few years, has been problematic in my own relationships with various disabled students that have been in my classes.

The title hooked me because I could hear myself saying it not so very long ago. As I reflect on my years of teaching, I see many situations where I used different standards of grading and evaluation for disabled and able-bodied students.

At first, my double standards were fairly blatant, but I had all sorts of "good" rationalizations to support them. For example: "They haven't been adequately prepared by the system, so I shouldn't expect them to perform at the same level." Or, "It takes them more time and effort to accomplish the same as other students, so I should adjust my evaluation accordingly." Or better still, "They've worked so hard to get this far I can't blow it for them now."

I have come to realize that by using these rationalizations as justification for differential grading, I was continuing to foster dependency in disabled students. I was giving them a false picture of their abilities and successes and I was not giving them opportunities to grow by confrontation with critical feedback and honest challenges.

However, I was not yet ready to take the risk of allowing my disabled students their right to learn from honest criticism and even failure. After all, by not grading so hard, it was easier to see myself as a helping person. So my rationalizations became more subtle. "I'll evaluate them on the basis of how much improvement they exhibit from the beginning to the end of the course." But this was just avoiding the issue and in the end was just as unequal, because I was not applying the same criteria to the other students.

Another thing I found myself doing was over-praising disabled students. If they did anything, I would tell them how well they did. This happened most frequently with good students. I was so pleased to see a disabled student perform well that I reinforced them as if they had done even better. But what such behavior revealed was my own prejudice reflected in the lower expectations which I had for my disabled students. And once again, I was giving them a false sense of their abilities.

With all of these excuses and rationalizations still tempting me, I think I've finally come to the realization that I can not justify unequal standards for my able-bodied and disabled students. Whenever I do, I am facilitating the continued dependence of disabled students and making it even harder for them to deal with the real world.

Having said this, I don't mean to suggest that I have no responsibilities to disabled students beyond those I have to able-bodied students. I do indeed have many additional responsibilities and these, of course, vary extensively with the type and severity of the disability. It may mean, for example, that for people with certain visual and coordination problems I may have to make my texts available several months in advance for taping. And I, together with the student, will have to make arrangements for test taking, writing papers, etc.

These kinds of "reasonable accommodations" do mean more work for the instructor. In fact, that may be one distinction between fair accommodation and differential grading. It doesn't take any effort on my part to simply give someone a better grade than they deserve. But it may take a lot of effort to make sure that every student has an equal opportunity to learn in my classes.

At the same time I am responsible for making accommodations, however, I must be clear about the limits to my responsibility so that the student also takes significant responsibility for his/her own education and behavior. The dividing line between reasonable accommodation and differential treatment is certainly not always clear. But I must continually live in the tension of attempting to distinguish the two, if I am to be a fair and effective teacher to *both* able-bodied and disabled students.

It should also be said here that as I begin to expect disabled students to take responsibility for their own education, I may well encounter some who have never been expected to be responsible and who may get angry at me for what they perceive to be excessive demands. I ought to be prepared for this reaction, and deal with it creatively, helping the student learn from his/her own response to this situation.

Finally, there are times when my responsiblity moves beyond the classroom to intervention within the institution itself. If I have disabled students who simply should not be in school, I owe it to them to be honest with them. I must give them an honest grade and help them explore alternatives rather than just pass them through.

At the same time I must also confront the admissions office or whoever is admitting students who can't cut it. And I must press for action in the public schools, so that disabled students get the skills they need much earlier. In short, I must become an advocate for change so that disabled students are treated honestly and fairly from the start.

While I believe that we cannot have a second set of standards for disabled students, I must make it clear that I am still continually struggling with the authenticity, fairness, and wisdom of my responses on this issue. And I believe that most faculty members are open to and anxious for guidance and training that can help them better respond to the needs of disabled students.

I also believe that the main focus of any such training ought to be to help us look at ourselves—our fears, our prejudices, our discomfort, our need to be seen as helpers, and our guilt feelings. For until we face ourselves squarely and honestly we will never be able to come to grips with our feelings about disability and our responses to disabled persons.

Joel Mugge
Augsburg College

This *Speaking Out* column will become a forum for readers—a chance to express opinions on Association activities, bulletin articles, current events, etc. Send your letters of no more than 400 words to our editor, Liz Neault.

campus happenings

CAMPUS HAPPENINGS WANTS TO KNOW...what's happening on your campus. Many thanks to all who contribute to this issue and those who WILL contribute to the next set of HAPPENINGS. I would like to see more about campus happenings in learning disabilities, personal computing and the disabled, rural services, and the international scene (Canadian members, this means *you!*). Remember... this is YOUR column, so WRITE!!! Send all such information to:

Jay Brill
Box 3808, University Station
Laramie, WY 82071

Computer car pools at Sinclair Community College is one way BOB SATTEM links students with riders to campus. By using address information in the school's computer, he matches up students with transportation problems and not only allows then to cut costs, but reduces feelings of isolation among the commuting students.

RUBIN RUSSELL at Northern Essex Communitiy College reports that the Office for Students with Disabilities has been awarded a Kurzweil Reading Machine in the recent national grant competition held by Xerox

Corporation. To add to this good fortune, the Haverhill Lions Club donated to the college a Visultek electronic low vision aid and two closed captioned television decoders.

Another successful recipient of a KRM was the University of Rhode Island, and, according to JANE THIERFELD, "The Kurzweil will greatly impact on the advancement of higher education for the visually impaired in Rhode Island."

MARILYN LEACH at Southwest State University reports that the learning disabled student organization at Southwest State has undergone a name change and is now known as "Students with Alternate Learning Styles," a name that reflects learning ABILITY rather than disability.

ROSEMARY KRESTON, Colorado State University, and student PAM DAHL testified at Department of Education hearings on proposed changes in regulations governing the education of handicapped children (PL 94-142), in Denver during September. [Note: All AHSSPPE members are encouraged to submit written comments on this issue and on any changes to Section 504 proposed by the Reagan administration.]

University of Wyoming student JOHN EISENHAUER recently became the first disabled student to be elected President of the student body at UW.

University of Nebraska-Lincoln student WILLIAM RUSH published an article in *Byte* magazine's issue on "Computing and the Disabled" reviewing the ABILITYPHONE telecommunications device. Mr. Rush uses both an ABILITYPHONE and a personal computer for a number of applications including word processng and speech synthesis. (For reprints or further information, contact BTC, 4414 E. Harmony Drive, Ft. Collins, CO 80525.)

DORIS HELGE of Murray State University announces that a half-day workshop on "Services for Rural Handicaped Students: Successful Practices at the State Educational Agency, District, Regional, and University Levels" will be held at the CEC convention in Detroit, April 4, 1983. The workshop is being sponsored by ACRES (American Council on Rural Special Education). [Note to rural campuses: These are good resource people. Write them at: ACRES, Box 2470, Murray State University, Murray, KY 42071.]

CHRIS RHIEL, of Casper College (WY), recently conducted a workshop at the annual meeting of the Wyoming Personnel and Guidance Association in Casper. The workshop title was "Serving the Disabled Student In Wyoming." JAY BRILL, University of Wyoming, was a copresenter.

Programs for the developmentally disabled, deaf students, and visually impaired students at California State University-Northridge, Metropolitan State College (Denver), and Cantonsville Community College (Maryland) have been included in the latest issue of "Information from HEATH" published by the Higher Education and the Handicapped Resource Center. For a free copy write to HEATH, One Dupont Circle, N.W., Washington DC, 20036.

AHSSPPE ESTABLISHES NATIONAL OFFICE

As you read in the last *ALERT*, the Association is pleased to announce the establishment of a national office in Columbus, Ohio. Executive Director Jane Jarrow is currently working to fill our business needs on a part-time basis while we negotiate with Ohio State University for office space on campus and look for new ways to finance a full-time operation.

Our newly acquired microcomputer gives us the capacity of handling our own correspondence and files more efficiently, while providing access to information along several parameters. As a result, we will be able to compile a membership directory based on the information you provide along with your renewal dues. The Directory should be available to the membership by spring and provide another link in our ever-growing, all-important networking capabilities. We can also furnish copies of the Association's constitution on request.

Since all business will now be handled from our own National Office, we urge you to take note of the address and phone so you can contact us more easily in the future:

AHSSPPE
P.O. Box 21192
Columbus, OH 43221
Attn: Dr. Jane Jarrow, Executive Director
(614) 457-5681

TRIO TRAINING GRANT AWARDED TO AHSSPPE

We are pleased to announce that AHSSPPE is the recipient of a training grant from the Department of Education to provide training to enhance the skills and knowledge of counselors serving disabled students in TRIO projects nationwide. The grant of $131,000 + will allow us to train one staff member from each of 116 special services projects who will, in turn, return to their projects and train other project staff. The grant period runs from October 1, 1982, through July 31, 1983; and we hope to schedule the actual training during late spring.

Each training participant will receive 3 days of intensive, hands-on experiential training at one of four geographically selected sites (Long Island University, Wright State University, Auraria Higher Education Center in Denver, and a site yet-to-be-named somewhere in the south/ southeast area).

This huge undertaking will require a great deal of planning and preparation, and thus the grant request included funds for the hiring of someone to tackle this project on a full-time basis. We are pleased to announce that Dr. Cleetis Judkins has been hired to serve as Project Coordinator. Dr. Judkins has an academic background in teacher and counselor training at the doctoral and post-doctoral levels. Coupled with his general TRIO experience in the past as a personal, academic, and career counselor in special services, as well as his specific experience as coordinator of tutorial/educational services for disabled students at the University of Arkansas, Dr. Judkins comes to us well prepared with knowledge about the people we are training as well as the population we wish to help them serve. We hope to capitalize on his experience in post-secondary education as both teacher and service provider to construct a meaningful and powerful curriculum covering all aspects of the topic at issue—the provision of quality support services to handicapped students in higher education.

Our special thanks to Steve Simon (Wright State University) and Bob Nathanson and Jeff Lambert (Long Island University) who encouraged us to try for the grant in the first place and then shouldered the major responsibility for writing what was, most obviously, an excellent proposal. Steve, Bob, and Jeff will be joined by a number of other AHSSPPE members in serving as the Project Advisory Board and providing input to the development of a top-notch training program. The Advisory Board includes Sharon Bonney, Ed Franklin, Richard Harris, Warren King, Kent Kleopping, Victor Margolis, Diane Perreira, Pat Pierce, JoAnn Simon, and Pat Yeager. Our thanks to one and all for their willingness to serve the Association in our maiden efforts in this direction—may it be the first of many!

AHSSPPE STUDENT RECOGNITION AWARD

Two $250 awards will be given in recognition of outstanding effort in making higher education institutions more accessible. AHSSPPE hopes to not only recognize, but encourage students to become more involved in issues of physical and programmatic accessibility on their campuses.

The award will go to two students in the spring. Any student in any discipline who has put forth outstanding effort in making his or her campus, program of study, or university system more accessible to people with disabilities can be nominated. This includes, but is not limited to, development of adaptive equipment, leadership, and fundraising.

Only one person can be nominated from a campus. The nomination must be made by the administrative person on campus who is responsible for disability services. This nomination should include detailed information about the nominee and his or her efforts to promote accessibility and a positive environment for disabled students. References are acceptable as well as examples of efforts the nominee has put forth on behalf of access.

The deadline for applications is March 1, 1982, with the announcement of the recipients' names by May 15th. The selection is to be made by an ad hoc committee of AHSSPPE appointed by the president. Nominations should be sent to:

Patricia Yeager, Manager
Disabled Student Services
Auraria Higher Education Center
P.O. Box 4615—Box P
Denver, CO 80204

member news

DEBRA SAMPSON, San Jose State University, has an article "Career Planning and Placement: Meeting the Needs of Students With Disabilities" in the summer '82 issue of the *NAWDAC Journal*. In the same publication is an article by Trudy Puteet.

The October 1982, issue of *Student Activities Programming* is devoted to "Special Constituencies," including an article by HAZEL Z. SPRANDEL entitled "A Step-by Step Guide to Accessibility."

√ HAZEL SPRANDEL & M.R. Schmidt edited the book *New Directions for Student Services: Helping the Learning-Disabled Student*, published in 1982 by Jossey-Bass.

WARREN KING, Coordinator of Handicapped Services at The Ohio State University, wrote a chapter, "Student Services' Response to Learning-Disabled Students" in *New Directions for Student Services: Helping the Learning-Disabled Student*.

ARTHUR BURKE is Coordinator of Handicapped Services at SUNY-Buffalo. He replaces Bertha Cutcher, who retired last spring.

CARLA BURK has been selected as Assistant Coordinator of Specialized Student Services at Southern Illinois University at Carbondale. She replaces Chris Ethier.

JOANNA GARTNER is interim Coordinator of Handicapped Services at Kent State University (Ohio). She replaces GWEN CALLAS (1st AHSSPPE President), who is working in business in Cleveland.

RICHARD HARRIS (on behalf of AHSSPPE) gave a speech to the Wisconsin Association of Educational Opportunity Program Personnel (WAEOPP), Sept. 24, in Eau Clair, Wisconsin. The Educational Opportunity programs (TRIO) will now be more involved with serving disabled students.

upcoming meetings/conferences

OAKLAND-SAN FRANCISCO AHSSPPE '83

July 20-23, 1983

AHSSPPE is going West this summer, holding its sixth national conference in Oakland, California. Planning is well underway, and we're certain you'll find the entire program informative and exciting. Proposals will be judged on the basis of innovation, practicality, and the expectation that the subject area would be of interest to a large number of AHSSPPE members to insure that program content will be of maximum benefit to conference participants. If you haven't done so already, be sure to reserve the above dates on your calendar.

Seeing the Sights. Although we hope you're pleased with the accommodations at the Oakland Airport Hilton, we don't plan to keep you indoors the whole time you're here! Oakland is a hop and a skip (well, a very short drive) from San Francisco and Napa Valley wine tasting country, and you will have an opportunity to indulge in both. In addition, accessible travel specialists have developed a Hawaiian Vacation for anyone interested in continuing west from Oakland. The package includes roundtrip air fair from San Francisco, hotel accommodations, van service, tours, and lots more! Of course, it's all accessible. Information was in your "call for proposals" package, and additional inquiries can be directed to: Nancy Bjork, Anglo California Travel Service, 4250 Williams Road, San Jose, CA 95129, (408) 257-2257.

How can you help? We're in the process of developing a mailing list of key people who should know about AHSSPPE and about the conference. AHSSPPE members will automatically receive registration information, but if you know of others who should receive information about AHSSPPE '83, please forward their names and addresses to the planning committee at the address below. If you would like someone in the administration of your program to receive promotional information that might help you to get approval for your attendance, send us the appropriate names and addresses and we'll do our best to help you make a good case!

For further information or to participate in the planning, please contact Susan O'Hara, Chair, AHSSPPE '83, Disabled Students' Program, University of California, 2515 Channing Way, Berkeley, CA 94720. Telephone: (415? 642-0518.

See you in Oakland!

ANNOUNCING A WORKSHOP ON SUPPORT SERVICES FOR DEAF STUDENTS

When: May 2-6, 1983

Where: National Technical Institute for the Deaf
Rochester Institute of Technology
Rochester, New York

For whom: This workshop is especially designed for professionals in colleges and universities, as well as public school programs, or other programs interested in providing quality support services to deaf and hearing-impaired students in mainstreamed educational programs. Information on the disabling conditions of deafness, language development, support services (such as interpreting, tutoring, notetaking, advising) and liaison with classroom faculty will highlight the 5-day workshop.

Cost: Registration fee of $100 will cover all materials, coffee breaks, lunches, and a banquet. Participants are responsible for their own transportation and housing. Information is available with the registration packet on local housing possibilities.

Conducted by: The Department of Support Services Education of NTID, with responsibility for programs preparing support service professionals working with deaf individuals in the school and community.

Contact: Ms. Jimmie Joan Wilson, Coordinator
Tutor/Notetaker Training Program, DSSE
National Technical Institute for the Deaf
1 Lomb Memorial Drive, Box 9887, 07/1516
Rochester, NY 14623
Telephone: (716) 475-6593, 475-6313

Deadline for Registration is April 1, 1983

Registration is limited to 30 persons.

NATIONAL ASSOCIATION OF HEARING IMPAIRED COLLEGE STUDENTS

The NAHICS Third Annual Convention will be held on April 14-16, 1983 at Gallaudet College, Washington, DC.

NAHICS is an organization set up to foster communication and support hearing impaired students attending post-secondary institutions across the United States. For information on their activities, contact their president: David Nelson, NAHICS, Box 1527, 25 Andrews Memorial Dr., Rochester, NY 14623, TTY (716)244-7508.

DISABILITY GROUPS BLAST REAGAN POLICIES ON HANDICAPPED

The Reagan administration has retreated on almost every front from its commitment to the handicapped and, in doing so, is laying the groundwork for a new generation of handicapped citizens, a coalition of groups for the disabled has charged.

"The government is deeply and inexorably engrossed in efforts to destroy the 'safety net' that provides for the most basic needs of disabled citizens," says the report issued Oct. 21 by the Disabled People's International of North America, National Political Action Alliance for the Disabled, California Disabled and Blind Action Committee, National Gray Panthers, and Public Advocates of San Francisco.

Consequences For The Disabled Entitled "Trust Betrayed, Hope Denied," the report unleashes its criticism on the Reagan White House, but says its purpose is "not to express general opposition" to the president. Rather, it is to "document the harsh consequences and negative economic effects of the president's recent turnaround of policies affecting disabled people," according to the report.

"In sum, the government is substantially retreating from concern about safety and is willing to allow many more citizens to become disabled," the coalition says. Copies of the report are available for $6 each from Public Advocates of San Francisco, 1535 Mission St., San Francisco, CA 94103, (415) 431-7430.

SSI

Severely disabled individuals who receive Supplemental Security Income benefits while working could continue to receive cash benefits and also be eligible for Medicaid. This is possible under a final rule issued by the Social Security Administration.

Disabled individuals have been discouraged from taking jobs in the past because they not only lost SSI, but lost Medicaid benefits as well. Even though earnings compensated for some of the loss, a person considering returning to work might decide against it rather than face the combined loss of benefits.

Under the new rules, a person who is severely disabled and loses eligibility for regular benefits because he or she can perform a certain level of work will get a "special" cash benefit as long as his earnings do not exceed a certain limit. Formerly, a person's ability to meet the test of "substantial gainful activity" was enough to cut off benefits.

For more information, see the April issue of the Federal Register or contact Fred Miranda, Legal Assistant, 3-A-3, Operations Building, 6401 Security Boulevard, Baltimore, MD 21235. The phone number to call is (301) 594-7341.

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Strategies for Course Modification for Enchanced Accommodation of Nontraditional Learners

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Support services in higher education are often needed if disadvantaged learners are to be accommodated in regular classrooms. Because non-teaching faculty personnel usually provide the lion's share of these services, teaching faculty are considered by some support providers to be the enemy This feeling of alienation is fed by the faculty's lack of involvement in adapting the learning environment to the special needs of the nontraditional students.

Teachers, however, are potentially the most important members of the team that provides the instructional climate for these learners. They are usually excluded not by choice, but by the tyranny of circumstances of higher education in which status quo is the norm. Support providers should strive to see the situation of the classroom teachers, for it is through this understanding that they can become powerful allies.

I regularly have large numbers of deaf students as well as hearing students in my classes. In fact, in our institution the enrollment of students with disabilities of all types is growing. There has been a great effort made to increase the accessibility of our campus. This, of course, has meant that I, a classroom teacher, have had to face learning situations that demanded new things of me in order to meet the needs of the growing population of disabled students.

I have found that, in meeting the needs of disabled students in my classes, I have made modifications that have helped all students. In addition, what I learned from making course modifications to accommodate these disabled students became useful in working with students who had learning needs of all kinds, although their needs perhaps were not so apparent.

Thus, this paper discusses some of the things I have learned about modification through classroom experience. It is generalizable to other institutions.

THE NATURE OF MODIFICATION

A search of the educational literature reveals very little concerning modification of curriculum. Abstracting journals do not include "modification" as a topic in their thesauri. If discussed at all, one finds it mentioned in papers related to curriculum development.

The topic has been of some interest at National Conferences sponsored by the Association on Handicapped Student Service Programs in Postsecondary Education. Jarrow (1980), Burke (1980), and Goldstein (1980) each discussed strategies for inservice training of faculty in making appropriate modifications for disabled students. Brown (1980) presented some necessary accommodations for learning disabled students. Wilson (1980) summarized experience as a classroom teacher in accommodating special needs of deaf students by use of tutor/notetakers and the benefits accruing to the teacher from this service.

Wilson (1981) also explained the role of the teacher as manager of support services in the classroom to accomplish accommodation. Hartman (1981), Cutcher (1981), Hoffman (1981), and Jarrow (1981) analyzed the feasibility of this approach. Sherman (1981) discussed test modification as part of fair treatment for disabled people; and Bacigalupo (1981) outlined the accommodations necessary for learning disabled students in higher education.

But even in these papers, discussion of actual modification is brief and more related to the importance of modification, faculty recruitment and training, and student needs than to what modifications are needed and how they can be accomplished.

This paper discusses curriculum modifications and gives examples of teacher-made alterations that obey the following guidelines:

1. They can be done by the teacher, simply, without reworking the course;
2. They allow, even prompt, the teacher to be creative;
3. They constitute something that teachers feels they "own";
4. They are labor (not capital) intensive;
5. They encourage learners to develop their own strategies;
6. They promote learning of all students.

Before demonstrating examples of modification, let us first investigate what modification is not. Successful and useful modification does not mean making the work easier. It does not imply a "sympathy" grade, and it is not terribly difficult for the teacher. It is not unfair to other students, nor is it "watered-down material." At first it may be somewhat painful for the teacher, who is forced to ask "Why am I doing what I'm doing the way I'm doing it?"

"Easier work," as used above, means reducing the requirements of what the students are expected to master. No real service is done to any student setting out to earn a degree by merely reducing expectations.

Such an approach would only cheapen the degree for everyone at the institution.

Another approach that cheapens an educational experience is the "sympathy grade." Sympathy grades, given out on the basis of pity, have been one of the greatest barriers to education faced by disabled people throughout history. Sympathy grades take away from students the expectation that they are able to function and think and gives the impression that they must be gotten rid of by an act of pity.

Modification does require work by the teacher. That work is not terribly difficult, however. Faculty need more work on courses anyway. Most teachers make continual changes. While making these changes, why not do it in a way that will help more people learn?

A common argument against modification is, "If I modify for this student it won't be fair to the other students. If I do it for one, I will have to do it for everyone in the class." This agrument is not valid, because the only valuable modification is the kind that will make it better for everyone in the class. Teachers who have not made modifications are still teaching in the way they learned, assuming that everyone else will learn in the same way. That isn't true even for a graduate seminar course, much less for a classroom with truly nontraditional learners.

Modification does not mean that a course is watered down. In fact, an effort at appropriate modification might just be the thing to put a teacher onto something really creative. When teachers start trying to make changes, they may discover things that are terribly exciting to them as teachers. One of the ways of selling faculty members on that idea is to show them examples of what other teachers have done.

We should note that change for the sake of change will not accomplish appropriate modification. Have you ever heard, "Well, I changed my course, and nothing worked?" You may try to accomplish something a hundred different ways and still not get anywhere, if what you are trying to accomplish is the wrong thing. So, to begin with, maybe the teacher needs to be led to evaluate the appropriateness of stated objectives.

WHAT CAN BE GAINED FROM MODIFICATION?

Not all students who are enrolled in classes are actually learners. In fact, students can be grouped into three categories—learners, attenders, and others. Those who teach demonstrate concern that their students appreciate the things to which they, the teachers, have devoted their professional lives. Although faculty do not always present their subjects in ways that are conducive to making others appreciate them, the interest is there, nevertheless.

It makes sense that faculty members would want the "others" to become "attenders," and attenders to become learners. It is easy, perhaps, for some teachers to dismiss attenders as unworthy of consideration and to put the total responsibility for their success on the students themselves. But they may just be "blaming the victim."

Why should we be concerned with students becoming attenders? It is true that people will not learn everything to which they are exposed. Students who come to class, use their textbooks, and hand in homework do not master everything presented. But it is equally true that they will learn nothing to which they are not exposed. If students do not attend the classes, or if they are in the classes but not learning, then the teachers have failed in what they set out to accomplish.

Modification is the approach that provides the way to change the situation. Typically a faculty member will divide learners into two categories—traditional learners (those who learn in the same way that the teacher learned), and the nontraditional (those who always want something different). The teacher thinks, "Traditional learners are like me—the nontraditional are different," or "The traditional learners are orthodox; the nontraditional are heretics." When a teacher approaches a classroom which contains a significant number of so-called "heretics," there will be problems at the outset. When teachers have such views in their minds and they are approached with requests for some kind of modification, the requestor (usually a service provider) is put in the uneviable position of appearing to try to make the "orthodox" teacher into a "heretic."

WHY DON'T STUDENTS LEARN?

If students want to learn, why don't they? If a person is an attender, wanting to learn, and isn't learning, why? There are only three possible classes of answers.

First, the student can't acquire the information. Everyone has a learning disability in some area. To me, the directions east and west are never where I last left them. I go through agonies of indecision when exiting from interstate highways concerning which ramp I should take. North and south are quite fine and stay where they belong, but the other two directions drive me crazy. Fortunately my wife has an infallible computer in her head and she never allows me to go very far wrong before correcting me. But her particular computer doesn't do anything for her when she tries to do statistics problems which are a natural for me. Everyone has some kind of learning disability.

A disability, however, does not equate to impossibility of learning material. It usually means that the material as presented cannot be acquired by the student. And the material is usually presented the way the teacher learned it.

Second, the student may be able to acquire the information, but be unable to process the data. The student has all the material in mind but doesn't know what to do with it. Students in a math course, for example, may memorize formulae but be unable to apply them to unfamiliar problems. They can quote back everything covered in the course, but cannot solve a single problem on a test.

Third, the student is unable, for whatever reason, to perform an assigned exercise. Unless one uses information to practice its application, it is difficult to master it. Sometimes, because of the nature of the assignment, it is impossible for a student to do the work—for physical or mental reasons—in the way it was assigned. If I were given an assignment to learn about art by producing a painting, I would be a dismal failure. Other strategies may give the student the same mastery development and be physically or mentally attainable.

The Teacher Is Responsible

These three explanations for why people who want to learn do not learn provide three areas to work on. No one is in a better position to do this than the teacher. The faculty member is responsible for what happens in the classroom, not the service provider. If the student fails to learn, the teacher has failed to teach.

Successful modification gets at the reasons why students don't learn. Modification by the teacher means changes are made in what's done so that it becomes possible for the student to acquire information, to process data to develop personalized information, or be able to do excercises to develop skill in applying the information. Then the student becomes a self-generated learner.

W.H. Auden (1966) said:

> Since he is a human, every artist is of course an individual as well as a person. He is born into a particular society at a particular moment in historical time; and however unique the perspective from which he views the world, most of the notions by which he interprets and evaluates his experience will be those of his society and his age. This does not mean that he is the puppet of time and place, but that he must accept his society and age as facts with which he has to deal. There will probably be much that he can and should reject; but he must know clearly what he is rejecting, and why. If he tries to think of himself as a disembodied angel, free from all limitation of time and place, from all relations to his contemporary neighbors, what he makes will be false. (p. 377)

If one replaces Auden's "artist" with "teacher," the statement remains true and makes an excellent case for modification.

EXAMPLES OF MODIFICATION

Up to now what we have discussed is guiding philosophy, not theoretical, but very practical. It is the justification for what will be demonstrated in the rest of this paper. What will be discussed are the strategies evolved in the course of several years in the classroom to make things better for all students.

In these examples I also will demonstrate how the guidelines for modification mentioned above are put into practice. Examples of modification are presented with the proviso these are only examples and that creative teachers must find their own solutions. The areas I will discuss are (a) homework assignments, (b) field trips, (c) visually presented material, (d) group projects, and (e) the use of minicomputers.

Homework Assignments

The simplest modification of a homework assignment comes from answering the question, "Is the homework relevant to what is being taught?" This can provide a surprising revelation about homework assignments. Some are just busy work. Busy work keeps students active (if they do it) but may not contribute much to learning. In fact, carelessly thought-out homework may actually discourage students from doing it.

Several of my students have very low English ability levels. They could be given a highly verbal assignment which would result in their getting low grades because they wrote poorly. But the real objective was that the students could do the exercise correctly. Therefore, temporary grades were assigned for all students on particularly difficult assignments. Each student then has the option to go back and correct errors or do better work, based on teacher critique. This procedure leads students to do the exercises more correctly, to come to me for help with much better questions, and actually to work on the exercise, knowing that their situation is never hopeless. Their "second effort" also reveals a great deal about the students. They may feel defeated; if so, other strategies may work at getting them to become learners.

A map exercise provides a second example. Students were originally required to draw a map of the campus by pacing off distances and measuring directions with a compass. This exercise presented problems from a variety of directions. Instead of having the students draw a map, the exercise was modified to require them to acquire a topographic map of their home area. The exercise became more visual and the quality of work of the students soared.

Other important objectives were also accomplished through this modification. Because topographic maps show land features, students were able to see relationships between technology, land, and values that they had not previously noticed. They brought their maps to me and asked me much better questions, allowing for vastly improved one-on-one teaching. They were able to relate a class assignment to their own personal experiences. The most significant outcome of this modification has been that all students have liked it.

Testing

Many teachers encounter problems with testing nontraditional students. Modification of tests is often felt to be a critical need by service providers. It is also one of the major areas of contention regarding modification. Once again, modification can be sold if it is clear that the changes made will benefit all students.

First, the instructor must ask (or be led to ask), "Am I sure that I'm testing what I want to measure?" In fact the teacher may be measuring English while wanting to measure history, or measuring manual dexterity while wanting to measure secretarial ability. The test may reveal only the student's ability to "psyche out" the instructor. Those are the kinds of things that typically get measured. As a result, students study for tests to prepare for what they believe the teacher will measure, not what is important to know about the course material.

One way of becoming convinced about the appropriateness of a test is for the teacher to take the test itself. By doing this, the teacher can discover which skills are most important in completing the test in the prescribed time and manner. All tests should be designed so that they are extensions of everything done in the course. This has the added benefit of eliminating any encouragement to the students to study merely to regurgitate what they have heard in class.

As a concrete example, one type of test is a "no wrong answer test." This means that the test looks like a multiple-choice examination, but all the answers given as choices are correct. Each answer has a ranked value depending on how complete or appropriate it is. Several situations can be constructed with questions devised on both sides of the issue. Students must evaluate all answers, knowing ahead of time that there are no trick or wrong answers. They must evaluate the value of each answer and apply what they have learned to a new situation. The anxiety of being wrong is removed, and students now make judgments about what is more important. They also can be given the opportunity to comment on their answers.

Another thing that can help a teacher to see the need for modification is a simple item analysis of the test. Most computing centers can help a teacher to do this, and the results can be most revealing without consuming a great deal of time. This is especially helpful if the computing center can maintain a bank of test questions. Then the teacher can determine what questions were answered in what way by whom.

Some questions reveal themselves to be very poor, not measuring at all what the teacher wants to measure. Modification of a test may be simply throwing away bad questions. If the best students miss the question and the poor students get it right, then the question is probably misleading. If only the best students get the question, then it is a highly discriminating question and may be very useful. A few minutes spent looking over a simple item analysis can reveal an amazing amount of information.

Field Trips

An area often overlooked in course modification is field trips. In one of my courses, students took a trip to the Genesee River. This presented a number of problems. Students with limited mobility were in the class, and it was also necessary to take along a notetaker and an interpreter for deaf students. These problems were very special and had to be resolved in order that students could have a successful experience. This was especially true if the weather were bad. Taking notes in a rainstorm can be extremely difficult. Interpreters for the deaf at our institution have a dress code, and that code does not include hiking boots. Arrangements had to be made so they were prepared for a field trip and could still be presentable for their next interpreting assignment as well.

Common sense should prevail in such a situaiton. The most important guideline is that needs must be determined in advance, which means discussing the trip with all concerned. It especially means talking it over with all disabled students. This is, however, no guarantee against surprises. Occasionally students will hide mobility problems until departure time.

One of the field trips we do is a tour of the glacial features of our campus. Being in upstate New York, we have ample opportunities to see what glaciers do to the land. Our campus is a veritable museum of glacial action. Some students cannot make this tour, climbing the hills and getting up on large rocks left by the glaciers. A rather simple modification was accomplished by my taking the tour by myself and photographing the things I wanted students to notice. I took my notetaker along and talked about all the things I wanted the students to see. I then had a field guide to what we would do. If students cannot make the trip, then they are not excluded from the information. In addition, they have an opportunity to review the trip by using the field guide, which I keep available in the library.

Visually Presented Material

I teach one course that is about 85% mediated, and much of the work on the course is based on maps. For visually limited students, this presented severe problems. Also, since deaf students cannot watch a film, watch an interpreter, and take notes all at the same time, visually presented material can be very difficult for them. The principles that guide the use of visual material are simple: (a) use common sense, (b) provide copies of materials, when feasible, to students (especially copies of overhead transparancies, which are simple to duplicate), (c) use captions or captioned films, (d) provide viewing guides, and (e) consider special modification for students with severe visual limitations.

As to common sense, one cannot see an interpreter in a dark room. Use of appropriate lighting of interpreters is essential. But interpreters cannot be prepared for special lighting needs if they don't know what's in store. An interpreter alone is not enough at any rate. Copies of the film script can be helpful and are usually available at no charge if they are to be used with disabled students. Captioning of films is expensive but there is a growing library of important films already captioned. Many television programs are captioned and can be used as well. But notes taken by a trained notetaker (no other kind is really helpful; see J. Wilson, 1982) can be the basis of excellent viewing guides.

As an example of special modification, one might consider something like the use of a Phonic Ear^{T} device to transmit descriptions of slide presentations to blind students. This device is really a hearing aid designed so that a teacher speaks into a small microphone. The teacher's voice is transmitted to a small FM receiver worn by the student. By using this in another mode with blind students, a running description of the slides shown could be given without disturbing the class. Of course, this requires an additional person or a prerecorded description.

I expect students to learn to interpret contour maps. A contour map has contour lines that connect points of equal elevation. Conceptually, this has been very difficult for some of my students. I discussed this problem with the support provider, who hit on the idea of using a stack of books with their edges slightly offset to demonstate contour lines. The student who had the most problem with this concept immediately grasped it when it was presented in this manner. Terribly excited, she explained it to a friend, who was an art major. The art major (a deaf student) made a small model of a portion of our campus as part of an art assignment, demonstrating contour lines even better than by use of the books. She gave me that model, and now I have a teaching device developed by a student which outdoes my own best efforts.

Group Projects

This area can present major problems that are not discovered by the instructor. Students with special needs may be excluded entirely from group work if the group is not prepared in advance. An essential modification is sensitizing the class to differences among themselves on the very first class meeting. Tolerance of each other, based on mutual respect of the worth of an individual, is emphasized as the operating rule. This is done without reference specifically to handcapping conditions, but they are not avoided either. Other differences among students are important too. When making a group project assignment, several questions must be asked, including whether the assignment is feasible for all students and whether rewards have been built in for demonstrated creativity in problem solution.

The large number of students who are trained notetakers at my institution has been mentioned above. Often one or more of these students are in my class but are not taking notes for that specific class. It often works well to assign deaf students to a group that has a student trained as a notetaker. The notetaker is already sensitized to the needs of the deaf student and helps in guiding the other students in the group. As notetakers, they have had to deal daily with gruff faculty members and thus are not likely to be intimidated by a fellow student who is impatient with a disabled student.

Students are often more capable of solving problems than the teacher. I once had a class of 15 deaf students and 3 hearing students. The tables were turned for the hearing students, but they adapted and participated well in group projects. The students arranged for an interpreter and creatively solved their assigned problem, though their communication modes were radically different. The deaf students discovered that hearing students don't understand everything just because they can hear it. The hearing students discovered that deaf students are smart. The fact that they didn't sound like they new English was no reason to conclude that deaf students were "dummies." When it came to understand and doing things, they were quite capable.

Minicomputers

I reserved this area for last since it is the area in which I am most interested (F. Wilson, 1982). The truism that there are no panaceas in education particularly applies to computers. According to an extensive study of higher education, "You can do anything with a computer that a teacher can do—at 10 times the cost." The manager of the education division of a very large computer company told me recently that "there have been almost no creative uses of computing in education."

Nevertheless, there are so many mini- and microcomputers around now that some novel uses of computers are beginning to appear. One application not normally thought of as "education" is word processing. Its applications are inexpensive and almost infinite. Once test is written, it is available for easy modification. Rewriting becomes simple. The student can focus on the assigned task, not so much on the mechanics of making the paper look neat, or the extreme effort some students have to exert simply to put words on paper. With simple keyboard modifications and inexpensive hardware, almost any college student can use a computer as a writing tool.

A personal computer also allows a teacher to maintain considerable records on students. This provides for increased individualization, since it is easy to maintain a lot of information and process it rapidly. Years of experience with hundreds of my students are now available for study. What I learn from my students becomes part of my future teaching.

Instructional programs are not the best use of the microcomputer at the present. The time required to develop a lesson is enormous compared with its payoff and life expectancy. The creative uses of the computer in other than presentation of instruction have, for me, the greatest payoff.

CONCLUSION

This discussion has demonstrated practical reasons for course modification and practical methods for accomplishing it. Educators have been accused of being the last bastion of defense against change. However, approached in the right way, teachers can become very courageous in changing their material.

And courage is called for. Again Auden, 1966, is appealed to:

> Either we must give up artistic fabrication and take to political action, or we must continue modestly, knowing that the utmost we can do for others is, as Dr. Johnson said, to enable them a little better to enjoy life or a little better to endure it. And which-

ever choice we make, let us remember that a just balance between commitment and detachment is difficult to find and more difficult to hold. The introvert, intent on improving himself, will always tend to be deaf when his neighbor cries for help: the extrovert, intent upon improving the world, will always tend to pinch his neighbor—until he cries for help. We are not, any of us, very nice.

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looking for help

ALCOHOL/DRUGS

Angela M. Fox at the University of North Dakota is compiling a survey measuring the alcohol and/or substance abuse at the University of North Dakota.

She is interested in learning of studies or programs that have been conducted relative to this subject on other campuses.

If interested in this subject contact:

Ms. Angela M. Fox
Community Developers
McCannel Hall
University of North Dakota
Grand Forks, ND 58202

NEWSLETTER OF THE DISABLED STUDENT NETWORK

Called NEWS AIDS, the bimonthly newsletter of the Disabled Student Leadership Network Project is a joint program of the National Student Education Fund (NSEF) and the United States Student Association (USSA). In the coming months, NEWS AIDS will focus on events and issues affecting the lives of students across the nation with disabilities, with particular emphasis on legislative and regulatory developments on Section 504 of the 1973 Federal Rehabilitation Act. NEWS AIDS will also cover noteworthy projects and activities completed by campus disabled student organizations. NEWS AIDS welcomes contributions from disabled students across the country. Please send them to NEWS AIDS, NATIONAL STUDENT EDUCATIONAL FUND, Suite 305, 2000 P Street, N.W., Washington, DC 20036, (202)785-1856.

UPDATE ON LEARNING DISABILITIES

"Legal Obligations Toward the Post-Secondary Learning Disabled Student," Helene Abrams and Robert Abrams, 1981–*Wayne State University Law Review* (Detroit, Michigan)

The College Student With a Learning Disability, Vogel & Sattler, (1982)–$2.50 (prepaid) to ACLD, 4156 Library Road, Pittsburgh, PA 15234.

HEATH

HEATH (Higher Education And The Handicapped) Resource Center

A national clearing house on post-secondary education for disabled people—

The most recent publications of the HEATH Resouce Center are:

- "Measuring Student Progress in the Classroom"
- "Career Planning and Placement Strategies for Post-Secondary Students with Disabilities"

Most AHSSPPE members routinely receive HEATH publications. If you did not receive these two items or desire further information on the excellent work of HEATH, write:

Higher Education And The Handicapped Resource Center
One DuPont Circle N.W.
Washington, D.C. 20036
(202) 833-4707 (Voice/TTY)

KURZWEIL READING MACHINES

Kurzweil Computer Products will be working with the Veterans Administration to establish a program to distribute Kurzweil Reading Machines to individual blind veterans. The program will be administered by the V.A. through the Prosthetics Service and the Blind Rehabilitation Service. It is expected that, initially, qualified applicants will be either employed or enrolled in an educational program.

If you believe in the value of such a program, and if you are interested and potentially qualified for a KRM, you should write: Don Garner, Director of Blind Rehabilitation, V.A. Central Office, 810 Vermont Ave., N.W., Washington, DC 20402. The letter should state your support for the program and request forms and instructions so that you can officially apply.

In your letter, you should describe the kind of work you do or educational program you are enrolled in, and the amount of reading that is involved. You should indicate that you are familiar with the KRM (if you are) and believe having one would be of significant help with your employment or education.

GOOD NEWS FOR VIDEO PLAYERS!

MOUTH OPERATED CONTROLLERS FOR QUADS are available for the Atari video game system. Controls available are: game select and reset, paddle, joystick, and difficulty switches. These are made from soft-touch buttons, puff switches, or 'lollypop' joysticks. A mounting stand brings the controls to a comfortable height.

HAND/WRIST CONTROLLERS are available for people with limited motion. Controllers include game select and reset functions, joystick, and paddle. Soft-touch buttons are mounted in a small attactive case.

PRICES of controllers vary from $5 to $65 depending on the parts included.

MULTI-GAME BOARD allows remote selection of cartridges. It eliminates the need to handle a cartridge each time a different game is desired. A pushbutton switch changes the game. The board is $150.

PORTABLE SELF-CONTAINED VIDEO GAME UNIT integrates a video game, TV (B&W or color) and controls for joystick, paddle, game select and reset, difficulty levels. The multi-game board can be included. Prices start at $400.

For information, write: CUSTOMIZED VIDEO GAMES AND CONTROLLERS, KY ENTERPRISES, 3039 East Second Street, Long Beach, CA 90803, (213) 433-5244.

WORTH READING

"Developing Constructive Views of Life With a Disability"-Beatrice A. Wright, Ph.D., Nov.-Dec., 1980, Vol. 41, No. 11-12 issue of *Rehabilitation Literature.*

"Alcoholism As Secondary Disability: The Silent Saboteur in Rehabilitation"
"Working With Brain-Injured Clients"
"Physically Disabled Driver"
"Assistive Devices"

The above titles are a few examples of the most excellent series: *Rehab Brief*. Each is a four-page publication focusing on an important subject related to rehabilitation. Produced under the aegis of the National Institute of Handicapped Research and prepared by the:

Institute of Informational Studies
200 Little Falls St.
Suite 104
Fall Church, VA 22046

"LOVE IN A SILENT WORLD"—*LIFE MAGAZINE*, SEPT. 1982

"In the land of the blind the one-eyed man may be king, but in the land of the deaf, the deafer you are the better." This quote is from the above named article, which is a very readable and insightful examination of the "methods" debate. The oralist, manualist, and total communication positions are explained and discussed. This piece takes a look at Gallaudet College in Washington, D.C., the only liberal arts college in the world founded expressly for the deaf. Additionally, Ameslan, cued speech, and "Signed English" are looked at. Unless you are a real expert in the field of deafness and Deafness, this will prove to be an interesting article.

HANDICAPPED EMPLOYMENT

The booklet entitled "Equal To the Task" describes the 1981 DuPont survey of Employment of the Handicapped. DuPont, which has been most progressive in its handicapped employment program, has provided useful statistics and anecdotal information to support productive and meaningful handicapped employment.

Available from: Public Affairs Department, 8084 DuPont Bldg., Wilmington, DE 19898.

VOICE INDEXING

Taped material obviously has as one of its main limitations the time and difficulty factor of finding the part to which one wishes to listen. Two persons in particular have been communicating with AHSSPPE regarding progress being made in VOICE-INDEXING. Particularly exciting is the capability for students to learn to index their own materials. Although Voice-

Indexing is still developing, it has every capability of solving the severe limitations that blind students have in accessing reference materials.

For further information on this vital subject giving background, prospects and list of materials currently indexed, write:

Dr. Gerald Jahoda
Professor of Library Science
The Florida State University
Tallahassee, Florida 32306
(904) 644-5775

Copies of the programmed text on voice indexing can be obtained for $6.00 prepaid from:

Elpro, Inc.
P.O. Box 3634
Langley Park, MD 20787

Special thanks to Dr. James Chandler of College Park, MD, for his keen interest, hard work and willingness to assist blind students in post-secondary education.

TASH SPEAKS OUT ON ROWLEY DECISION

One of the more thorough and readable analyses of this important decision affecting P.L. 94-142 can be found in the Nov., 1982 *NEWSLETTER* of The Association for the Severely Handicapped. The article is entitled "What's left after Rowley?"

Information on this organization and its fine newsletter can be had by writing:

The Association for the Severely Handicapped
7010 Roosevelt Way N.E.
Seattle, WA 98115
(206) 523-8446

COPING WITH SIGHT LOSS

Sight Loss: The Vision Resource Book, in large print and voice-indexed cassette editions, answers questions about sight loss and discusses careers, job opportunities, financial benefits, money-saving services, legal rights, reading aids, hobbies, sports, and recreation. This new resource tool also lists national toll-free numbers of organizations and directories. Large-print and cassette editions are $10 a copy. To order, write to Vision Foundation, 770 Centre Street, Newton, MA 02158, or call (617) 965-8577. Massachusetts residents may call Vision toll free at 1-800-852-3029. Vision Foundation is a private, nonprofit, self-help organization of and for newly blind and partially sighted people and those with progressive eye disease.

GUIDE FOR ASPIRING TEACHERS

The United States Education Department and the American Association of Colleges for Teacher Education (AACTE) have released a resource guidebook encouraging disabled persons seeking a teaching career to not be dissuaded by prejudice or discrimination.

Educators with Disabilities was compiled for a 1980 study involving over 900 disabled teachers and other educators and frankly discusses the pertinent issues which must be faced by the disabled in the education field. Discrimination and other attitudinal barriers are the major stumbling blocks which aspiring disabled teachers must deal with, as these attitudes generally far outweigh any physical limitations the teacher may have, according to the guidebook.

AACTE reported that many school principals feel that disabled teachers can benefit their students by providing firsthand experience with disabilities. Teachers interviewed typically expressed the need for open discussion with their students regarding disabilities.

Educators with Disabilities is available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402 for $5.50.

Its government stock number is 065000-00104-7. Included in the book is a listing of the 900 educators surveyed.

TECHSIGN PROJECT

The *Techsign Project*, a three-year research and production project of Pierce College, is completed. Books providing signs and definitions of technical terms in 13 subjects are available from the college for $5.00 per copy, post paid.

The books are designed to help deaf vocational students learn the technical vocabulary. The following subjects are available: Advertising Art, Architecture, Automotive Technology, Business Administration, Business Law, Computer Science, Drafting, Electronics, Machine Tools, Photography, Real Estate, Welding, and Woodworking.

Books may be ordered by sending your check payable to Handicapped Student Fund, Pierce College, 6201 Winnetka Ave., Woodland Hills, CA 91371. Or contact: James Lagerstrom, Director, Special Services, Pierce College, (213) 347-0551, ext. 425.

COMPUTING AND THE HANDICAPPED

The September, 1982 (Vol. 7, No. 9) issue of *Byte* has several articles of interest to disabled persons and service providers, including information on non-vocal communication, braille writing and talking terminals.

The *Proceedings* of the IEEE Computer Society workshop on the application of personal computing to aid the handicapped is available from: IEEE Computer Society, 5855 Naples Plaza, Suite 301, Long Beach, CA.

FOR THE HEAD INJURED POPULATION

With a pronounced trend toward greater numbers of students with head injuries on our campuses, notice of the National Head Injury Foundation and their newsletter is worth noting.

For information, write:

NHIF Newsletter
18A Vernon Street
Framingham, MA. 01701
(617) 879-7473

NEW RESOURCE GUIDE FOR DISABLED PEOPLE

A new resource guide for disabled people has been published by the President's Committee on Employment of the Handicapped. "Rehabilitation for Independent Living: A Selected Bibliography 1982" was prepared by Lois Schwab and Marsha Lemle of the University of Nebraska.

The 60-page guide is divided into sections and lists resources on areas including: the child with a physical disability; community living; homes and furnishings; and persons with mental retardation.

Single copies of the guide are available upon request from the President's Committee on Employment of the Handicapped, Washington, D.C. 20210. Bulk quantities are available for purchase from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

AHSSPPE is sent to all members of the Association on Handicapped Student Service Programs in Postsecondary Education. The library subscription rate for AHSSPPE is $20.00; individual subscriptions, $16.00. Individual copies are available at $5.00, which includes postage and handling. Inquiries concerning membership and subscriptions should be sent to: AHSSPPE, P.O. Box 21192, Columbus, Ohio 43221; (614) 457-5681.

Advertising rates are available upon request from Special Press, P.O. Box 2524, Columbus, OH 43216-2524.

Manuscripts should be typed, double spaced, with adequate margins. Do not send original artwork; it will be requested upon article acceptance. The *Publications Manual* (2nd ed.), American Psychological Association, 1974, is the basic style guide for the bulletin. Three copies should be mailed to the Editor, Liz Neault, Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617)437-2675 (TTY—2730).

Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author. Authors should refrain from entering their names on pages of the manuscripts. Manuscripts will be submitted for review by department editors.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

Liz Neault, Editor

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY 437-2730).

AHSSPPE

Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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Advertising rates are available upon request from Special Press, P.O. Box 2524, Columbus, OH 43216-2524.

president's message

Dear Members:

If renewing leadership, increasing membership, exploring regionalization, and planning the national conference are signs of a vigorous association, then AHSSPPE is certainly healthy.

The annual call for nominations for officers has just been completed and the nominations committee is reviewing and selecting candidates now. There was criticism raised last year about the nomination process. Elsewhere in this issue, Joanna Gartner, Nominations chair, discusses the election process, the duties and responsibilities of the nominations committee, and the requirements for office holders. Familiarity with the procedures might clear up some of the questions voiced in the past. The established nominating and election procedures are sound. When the call for nominations or the ballots arrives in the mail, the voting membership needs to observe the deadline dates and act before time has run out. Elections are important and, come August, I hope all eligible members will vote.

The candidates and their background information will be available to the membership at the conference in Oakland in July. I urge you to meet with the nominees, talk to them about your concerns, find out their opinions, study their backgrounds and qualifications. Then vote for those people you feel will best shape AHSSPPE's future for 1 to 3 years.

Dona Sparger, currently cochairing the membership committee, is exploring creative ways to increase our membership and strengthen the financial base of AHSSPPE. If you have ideas on a "marketing" approach which would encourage people to join or if you have suggestions of specific traget groups in your state which AHSSPPE should contact, please pass your ideas on to Dona. I'd like to see 100 new members this calendar year. Just think of the increased vitality, expertise, and strength new members would give to AHSSPPE.

When Executive Council meets in July, it will review a proposal being researched by Dottie Moser on the feasibility of regionalization within AHSSPPE. Dottie agreed to undertake a 6-month study of how members in a state or in several states might join in regions for programming and information sharing, what the structure and relationship would be with AHSSPPE, where regions could be formed, how AHSSPPE would support the region, etc. Dottie will try to answer whether or not AHSSPPE is ready for regionalization and whether it would be beneficial for AHSSPPE to do so. AHSSPPE members in several states (Ohio very recently) are meeting on an ad hoc basis to explore joint ventures. If you are meeting already or would like to try to get a regional organization started, please share your ideas with Dottie so she can include you in her research and recommendations.

Last, but not least, is the conference in Oakland. Final preparations are being made, the program looks excellent, and the beauty of the Bay Area awaits conference attendees.

The conference is always a time to renew our personal commitment to disabled students, to stretch our minds with new ideas to take home and try, and to meet new friends and continue to share with old friends. We will work hard, as usual, and relax with optional tours of San Francisco and another of the wine country. A lot of "networking" and information sharing occurs in the social events, and I urge you to get out and see a little of the beauty California has to offer. See you in Oakland.

Sharon Bonney
President

member news

Consistent with the Bulletin's *broad goal of providing a forum for professional information sharing, the following section is comprised of submissions from AHSSPPE members about individual activities, career changes, awards, accomplishments, publications, etc. Send information to the Editor, attention: Member News. (Pictures are welcome and will be used as space permits.)*

Craig Andersen of Northeastern University has coauthored a bill to increase the rights of hearing impaired citizens in Massachusetts. The bill, popularly referred to as the "Deaf Rights Bill," is currently being considered in committee of the Massachusetts State Legislature.

Pat McCoy has recently taken charge of the Disabled Student Services at New Mexico State University. In addition, she has published a handbook for students describing services available to students and faculty at that institution.

Dottie Moser of Harvard University has been elected president of Mortar Board, a national senior honor society in which membership is based on scholarship, leadership, and service.

Andrea Schein of U. Mass, Boston, is teaching a one-credit minicourse at that institution on law and disabled people.

JoAnne Simon, External Affairs Chair, has recently joined Oppenheimer Management Corporation as Director of Personnel and Administration. Her new address is 2 Broadway, New York City 10004; (212) 668-5124.

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays of 400 words or less may be submitted to the Editor, attention: Speak Out.*

CAN AB'S BE COMPETENT AND QUALIFIED TO SERVE AS HANDICAPPED SERVICE COORDINATORS?

By Richard Harris, Coordinator, Handicapped Services, Ball State University, Muncie, IN 47306 (Past President, AHSSPPE)

That heading is simply an attention getter in hopes that you will read and consider the challenge to be issued below. The answer to or perhaps the judgment as to the merit of discussing this and other questions lies with AHSSPPE members.

With the publication of the AHSSPPE *Bulletin*, we take another step toward the professionalization of our field of work and of our Association. Part of that process is accomplished through the printing of quality writing such as Fred Wilson's and Bob Nathanson's in our first two issues. Another important aspect is for the membership to be responsible for the presentation of issues and ideas. In addition to manuscript submissions to the *Bulletin*, this "Speak Out" forum, "On Campus Reporter," and "Member News" sections also present opportunities for involvement. While it is not being suggested that issues and controversy be raised for their own sake, there are many questions and concerns that would benefit from comment. A brief list might include:

- *What* is the appropriate role for AHSSPPE vis-a-vis legislative and political involvement?
- *How* is talent and leadership developed in our Association?
- *Is* our name appropriate to our mission and goals?
- *Should* the Association have state and regional affiliations?
- *Are* we building a protective cocoon, or *why* was John Grey's presentation (AHSSPPE '82) so irritating to so many folks?
- *Is* there an appropriate preparation program for coordinators of handicapped service programs?
- *Is* a Kurzweil Reading Machine *the* answer, *part* of it, or *none* at all?
- *Should* the matter of serving legitimate learning disabled students versus those with "presumed" LD be brought out of the closet?
- *Should* the Association take a position or make a recommendation on the preparation of disabled students, their admission to post-secondary study, and grading and retention practices?

I believe that most members have views on many of these issues. Being part of a developing field and organization is exciting. The literature, concepts, ideas, organizations, and plans are in many respects yet to be developed—that's our challenge. Let's rise to it.

on campus reporter

This section provides a forum for sharing information about events and programs occurring at campuses throughout the nation. Readers are urged to contribute by sending news items to Jay Brill, Box 3808, University Station, Laramie, WY 82071.

COLLEGE COMBATS ATTITUDES WITH NOVEL IDEAS

Bridgewater State College, Bridgewater, MA, recently conducted a Handicapped Awareness Day with an unusual slant. As part of the program of activities, participants were invited to experience the challenge presented by the cafeteria food line to students with disabilities. In addition, the day's events were videotaped and are available at the college for viewing.

STUDENTS CHALLENGE OUTDOORS

Northeastern University, Boston, MA, has sponsored a series of ski trips for disabled students. Deaf, blind, and mobility-impaired students participated in the activity and, with the assistance of the New England Handicapped Sportsmen Association, accessible winter recreation became a reality.

DRAMATIC INCREASE IN LEARNING DISABLED STUDENTS

San Diego State University reports that the number of LD students receiving services through the Learning Disabilities Program has jumped to 50. Currently in its second year of operation, the program is using a group of core services including readers, notetakers, test proctoring, and special equipment.

MANY CAMPUSES REPRESENTED AT CONFERENCE

The nation's Capitol Area Disabled Student Service Coalition recently cosponsored a Post-Secondary Night at the 1983 Association for Children with Learning Disabilities International Conference in Washington, D.C. Coordinated by Linda Donnels of **George Washington University,** the event offered an opportunity for conference participants to learn how program accessibility at post-secondary institutions is being met for the learning disabled adult.

MID-YEAR EXECUTIVE COUNCIL MEETING—SUMMARY OF MINUTES

By Donna H. Phillips

The Executive Council met on December 2 and 3, 1983, at the Oakland Airport Hilton, the site of the upcoming 1983 Conference. A summary of the business conducted during these two days follows.

Warren King submitted the budget report for 1982, which is summarized below:

Income	$45,683.74
Beginning balance	13,317.47
Assets	59,001.21
Expenses	(44,481.57)
Current balance (Dec. 1)	$14,519.64

Reports were submitted by each of the committee chairs and the Executive Director and on the '83, '84, and '85 Conferences.

The following motions were made and passed:

- To change the Association policy on institutional membership to be in accord with the details specified in the current membership brochure.
- To appoint an individual who will be responsible for developing a marketing plan for the proceedings.
- To order 1000 copies of the 1982 and 1983 proceedings.
- To accept the 1983 budget as revised.
- To consult professional expertise in the establishment of a permanent accounting system for both the grant and the Association; to budget $500 for consulting.
- To accept a revised proposal for clarification of the length of terms of committee chairs.
- To approve the TRIO grant budget.
- To investigate the costs and coverages of malpractice insurance and purchase a policy not to exceed $700 annual premium.
- To entitle the new publication "The Bulletin of the Association on Handicapped Student Service Programs in Post-secondary Education."
- To identify an individual to chair a special subcommittee under Special Concerns, whose charge is to explore the concept of regionalization and the interest within the membership, to present a report to the Executive Council in July.
- To conduct a survey of the membership in conjunction with the membership renewal mailings that will provide information for the referral service.

- To establish awards for professional contributions to the field of disabled student services in higher education.

The constitution is in need of a number of revisions, and Catherine Johns was identified to coordinate the rewriting of sections.

Steve Simon announced he was resigning as Chair of Special Concerns, effective December 31, 1983. Jim Shearer announced he must resign as Chair of the Membership Committee by no later than July 1983, as he will be rerunning for Duluth City Council.

Copies of the entire minutes from the Executive Council meeting are available upon request from the Association Secretary.

UPDATE: COMMITTEES

Nomination Committee Clarifies Nominating and Election Process

Along with the coming of spring, the AHSSPPE nomination and election process must be started also. The following information from the constitution has been included to acquaint members with the nominating procedure.

ARTICLE V.

Section 1. Officers and Terms of Office:

a. The officers of the Association shall be the President, the President-Elect, the Treasurer, and the Secretary.

b. All officers shall be elected at large from the active members of the Association.

Section 4. Nomination and Election of Officers:

a. There shall be established a Nomination and Election Committee as a special committee consisting of no less than five (5) members appointed by the President, subject to confirmation by the Executive Council. No member of the Nomination and Election Committee may serve for more than two (2) consecutive years nor may any member become a candidate for any office while a member of the committee.

b. The Nomination and Election Committee shall poll the membership for the names of possible candidates to be placed on the nomination ballot for the positions of President-Elect, Treasurer, and Secretary and shall select appropriate candidates from among these nominees. No person nominated and accepted as a candidate shall be placed in nomination for another office during the current election.

c. The Nomination and Election Committee shall conduct the election of officers by secret ballot by mail. A majority vote of those eligible members responding is required. In no case will proxy voting be allowed.

d. The Nomination and Election Committee shall submit to the executive Council for its approval the proposed procedures for carrying out the annual election.

The terms and responsibilities of each office are as follows:

- President-Elect: One-year term and upon completion of the term as President-Elect, shall become President of the Association and serve until a successor is qualified.
- Secretary: One-year term and shall have both recording and correspondence responsibilities.
- Treasurer: Two-year term and shall be responsible for receiving and disbursing all monies and shall submit a report to the Association.

Please consider the following criteria when nominating persons for these very important positions.

1. Individual should have participated in the Association as an active professional.
2. Individual should have served as a Committee Chairperson on the Executive Council or been involved in other substantial Association activities (e.g., committee work, conference planner, presenter).
3. Individual must be available to attend Executive Council meetings and Annual Conferences.
4. Individual nominated for secretary must be willing and able to take and transcribe minutes of all AHSSPPE meetings and Annual Conference.
5. Individual nominated for treasurer should have had some budgeting/accounting experience and must be willing and able to keep the Association's financial reports.

Special Interest Groups

Currently there are 6 formal groups that are recognized AHSSPPE Special Interest groups (SIG). They are:

TRIO Programs	Bob Nathanson, Long Island University
Rural Programs	Jay Brill, University of Wyoming
Learning Disabilities	Marilyn Leach, Southwest State University
Community Colleges	David A. McKay, Austin Community College
Career Services	Debra Sampson, San Jose State University
Deafness	Joan Wilson, NTID

The purpose of these groups is to share information of interest, develop resources and information for others about issues pertaining to the SIG, conduct projects/research, and assist AHSSPPE in advocating on behalf of those particular populations/concerns.

As the new Special Interest Group Chair on the AHSSPPE Executive Council, it is my goal to facilitate the development and exchange of information between SIG, the Executive Council, and most importantly, the AHSSPPE membership. You wil be hearing more from the groups via the association news column and articles in the *Bulletin* and hopefully any new projects or research that may come out of individual groups.

If you have a particular concern you'd like to see addressed by one of the SIG already formed, please let me or the group leader know. Also, if there are people wanting to form a new group around a new issue please feel free to call or write me, and we'll talk about it.

There are two other issues currently being explored that are not special interest groups. They are "Regionalization of AHSSPPE" and the "International Information Exchange." Ron Blosser at Southern Illinois University and Ann Kirby at Concordia University, Canada, are exploring interest in and feasibility of an international information exchange program that would create a vehicle for sharing information nationally. Dottie Moser at Harvard is exploring the feasibility of breaking AHSSPPE into regions so that members may more readily share information and resources. (For detailed information on this project, see the following section.)

Patricia Yeager
Auraria Higher Education Center
P.O. Box 4615-P
Denver, CO 80204
(303) 629-3474

Pilot Project: Regionalization

In order to facilitate increased services to those people working with Student Service Programs for the Disabled in Post-Secondary Education, the Executive Council of AHSSPPE is about to launch a pilot project of "regionalization."

Regionalization entails dividing the United States and Canada into geographical regions according to active and potential membership clusters. Further divisions could be made by state or province. When warranted by either the state or province geographical size or number of campuses involved, the state or province would be subdivided into districts. The primary objective in establishing these divisions is to facilitate the sharing of resources, concerns, and program ideas while maintaining each locale's identity and uniqueness.

The advantages to individual campuses which could be realized through such a project are seen as follows:

1. Increased benefits through collective opportunities from
   a. Intercampus sharing of service ideas and innovations
   b. Regional, state, and district meetings and programs on topics specifically relevant to local concerns
2. Better representation of local concerns, leading to a better potential for solutions to concerns, to
   a. AHSSPPE Executive Council
   b. National membership
   c. National media and legislative bodies
3. Better regional and national recognition of efforts of each professional and each campus

4. More up-to-date and detailed listing of professional, program, and media expertise which is readily available for sharing nationally and within one's own locale
5. Increased ability for AHSSPPE to be able to represent campuses as a national spokesman.

In order to begin the work of regionalization, it has been determined that we need to establish either a Standing Committee or a Special Interest Group. Dorothy Moser, Administrative Assistant for Handicapped Student Services at Harvard University, has agreed to serve as a coordinator for our efforts on a nationwide scale. If you are interested in this regionalization concept, please send any ideas or formal proposals you may have for the establishment of particular regions to Dorothy Moser, 966-967 Holyoke Center, Harvard U., Cambridge, MA 02138; (617)495-1540. If you are interested in serving as a member of a Committee on regionalization, please indicate this as well.

All information received will be presented in the form of a report at the AHSSPPE Conference in July.

Your input is needed and will be greatly appreciated!

A Reminder

AHSSPPE's "Career Services Special Interest Group" (CSSIG) recently distributed a survey to assess the need for, and availability of, specialized career services on college campuses. The results will be presented at AHSSPPE '83 in Oakland, and your participation in this project is greatly needed. If you have not yet completed the survey, please take a few moments to do so and forward it by April 30 to Debra Sampson, SJSU Placement Center, San Jose, CA 95192.

PROFESSIONAL RECOGNITION AWARDS— AN IDEA WHOSE TIME HAS COME

AHSSPPE is pleased to introduce a new system of officially recognizing innovative contributions that benefit the overall access of higher education. Professional Recognition Awards (PRA's) will be given to those professionals who have directly or indirectly benefited campus programs for disabled students.

According to Al DeGraff, President-Elect of AHSSPPE, "We have created PRA's so that now every AHSSPPE member has the chance to be recognized for innovative ideas and projects. They can be formally recognized both by AHSSPPE and their own campus administrations. In addition, these awards should result in greatly increasing the sharing of these ideas...another benefit to every AHSSPPE member."

Nomination forms for PRA's have been included with the call for officer nominations. Members are invited to make as many nominations as they wish and return the forms by April 30, 1983, to Joanna Gartner, Office of Handicapped Students, Kent State University, 102 Administration Building, Kent, OH 44242; (216) 672-3391.

upcoming meetings/conferences

OAKLAND-SAN FRANCISCO AHSSPPE '83

July 20-23, 1983

By Debra Sampson

You will soon be receiving your registration packet for AHSSPPE '83. The Sixth National Conference will be held at the Oakland Airport Hilton, and your registration packet will include an outline of the entire conference program. In addition to super concurrent sessions (geared for "beginners" as well as for "seasoned" professionals), the following Pre-Conference Workshops will be offered:

- **Symposium on the Learning Disabled at the Post-secondary Level**
Dorothy Stump, Coord. for Services for Learning Disabled Students
University of California-Berkeley

The focus of this symposium will be two-fold. Two panels of speakers from across the country will spend the morning discussing the development of programs for learning disabled students in higher education. The afternoon panelists will present information on assessment and on direct student services. A variety of program models will be discussed and compared. Participants will have the option of interacting with panelists from 2-year or 4-year institutions. The keynote speaker will be Dr. Barbara Cordoni, Dir. of Project ACHIEVE, at Southern Illinois University-Carbondale. Dr. Cordoni's lecture will include a slide presentation as well as a commentary on the future of L.D. programs for post-secondary students.

- **The Hearing Impaired Student on Your Campus**
Jimmie Joan Wilson, Coord., Tutor/Notetaker Training Program
National Technical Institute for the Deaf

Participants will spend a day discussing four subject areas related to providing effective services for hearing-impaired students. This workshop is an experiential learning activity; the facilitator will guide participants through a discussion of problems and formulate methods and resources related to recruitment and admissions of hearing-impaired students, the hearing-impaired student and campus life, deaf awareness programs for post-secondary settings, and academic support services.

• Modification of Instruction: How to Make It Happen

Fred Wilson, Professor, College of Liberal Arts
National Technical Institute for the Deaf

Courses can be modified to accommodate the learning needs of nontraditional learners in ways that are consistent with the institutional objectives of the course; the available resources; the ethical position of the teacher, students, and support providers; and those students not requiring special modifications. In this workshop, skills in accomplishing appropriate modification will be developed. Techniques will include: (1) modification of homework assignments, (2) modification of testing, (3) modification of field trips, (4) modification of visually presented material (films, slides, overhead projections), (5) modification of group projects, and (6) application of minicomputers to modify curriculum.

• Career Planning and Placement: Meeting the Needs of Students with Disabilities

Debra A. Sampson, Coord., Career Services for Students with Disabilities
Chair, Career Services Special Interest Group (AHSSPPE)
Career Planning and Placement Center/San Jose State University

This workshop has been developed out of an ever-present need for, and growing interest in, information on helping disabled students increase their employability upon graduation. The format will include presentation, group discussion, and a goal-setting exercise. Results will be shared from the Career Services Special Interest Group's recent survey on specialized career service programs across the country.

Some of the subject areas to be presented/discussed include: (1) the nature of the problem (Why do disabled students take so long obtaining professional employment? Why don't they utilize existing career resources on campus?); (2) the types of career planning and placement services needed (mainstreamed vs. specialized sevices); (3) who should/could provide these services? (4) initiating and maintaining a good working relationship between Disabled Student Services staff and Career Services staff; (5) effective techniques for recruiting disabled students to utilize the Career Services; (6) difference in career service delivery in 2-year and 4-year colleges. Participants will engage in a goal-setting exercise to determine specific steps that need to be taken on their own campuses to increase existing services or utilization of those services.

• Faculty Inservice: Accommodating the Disabled Student in the Classroom

Tedde Scharf, Coord., Project Director of Disabled Student Services
Arizona State University-Tempe

This presentation will involve actual audience participation in a workshop demonstration. The audience will be assigned various faculty "roles" to portray and will enact faculty reactions. The staff from Arizona State University's Disabled Students' Office will facilitate the workshop as they do with faculty and staff on their own campus. A major portion of the workshop will involve discussion of techniques for initiating such inservice sessions, program content, and ways of adapting material to your needs. A packet of information will be distributed to workshop participants to use on their campuses.

All work and no play would truly be a shame. The Greater Bay Area has a lot to offer, and the conference program allows the opportunity to do some sight-seeing. Accessible bus tours have been coordinated to see the San Francisco Bay area and Napa/Sonoma wine-tasting country. If you will be bringing your spouse or attendant, you'll be pleased to know that extra tickets will be available for these sight-seeing trips as well as for the Conference Banquet; you can reserve these extra tickets on your registration form.

You, too, can help with AHSSPPE '83; too many cooks could not spoil this broth! If you will be attending a related conference, you can help by displaying AHSSPPE '83 brochures on an information table. You can also help publicize the Conference by submitting a press release in your local and state organizations' newsletters. The AHSSPPE Planning Committee is also looking for several volunteers to help out at the conference. If you can help in any of these ways, or have a clever idea of your own, please contact: Susan O'Hara, Conference Chairperson, AHSSPPE '83, Disabled Students Program, University of California, 2515 Channing Way, Berkeley, CA 94720; (415) 642-0518.

See you in Oakland!

Susan O'Hara, Conference Chair, AHSSPPE '83

ACADEMIC LIBRARY SERVICE

When: May 6, 7

Where: Tallahassee, FL

Objectives: The conference is designed to present the state of library service to disabled college students and to highlight new developments in the field. Topics related to academic library service include bibliographic instruction, library accessibility, on-line searchable bibliographic data bases, and coordination of library services for disabled students.

Cost: $75

Conducted by: Florida State University School of Library and Information Studies and Academic Librarians Assisting the Disabled

Contact: Gerald Jahoda
School of Libarary and Information Studies
Florida State University
Tallahassee, FL 32306

IN REVIEW

The Bulletin *will report on conferences occurring between publication deadlines and provide information on whom to contact for proceedings or other information.*

Association of Children with Learning Disabilities

Washington, DC, February 16-19, 1983. This year's conference featured ample opportunity for post-secondary providers of services to learning disabled students to increase their knowledge of the intricate nature of learning disabilities and discover additional methods and strategies to effectively meet the needs of the learning disabled college student. Sessions were presented on self-advocacy for LD adults, coping with social and vocational problems, attitudes of employers toward learning disabled employees, comprehensive approaches to LD university programs, forming adult groups, special strategies for the LD student in the community college, grading, and more. Of particular note was the presentation of beginning research on LD adults. Proceedings will be available from ACLD, 4156 Library Road, Pittsburgh, PA 15234.

CALL FOR PAPERS

COMPUTER TECHNOLOGY WITH PHYSICALLY HANDICAPPED

The editors of the *DPH JOURNAL* would like to invite submissions of articles for publication that address applications of high technology for physically handicapped individuals. The editors encourage a variety of technology applications: articles with practical applications (ideas that work, innovative programs, diagnostic strategies, etc.), articles expressing opinions and positions, research, surveys, discussion of trends, or any other applicable topics of interest to the DPH membership.

DPH members serve a variety of populations of handicapped children in many settings. Handicaps range from mild to severe and the settings may be in public schools, at home, in institutions, or in almost any other imaginable place. The *DPH JOURNAL* will present a selection of technological applications reflecting the needs of the membership.

All papers (submit four copies) should be submitted no later than *August 15, 1983* to Dr. Mike Behrmann, Editor; Education Department; George Mason University; 4400 University Drive; Fairfax, Virginia, 22030.

IN THE COURTS

A case that bears watching is *LeStran v. Consolidated Railway*. The U.S. Court of Appeals ruled that Section 504 covers employment irrespective of the purpose of the federal financial assistance received by the employer. In doing so, the court rejected the previous findings of the *Tragesar* case, which stated that a person alleging employment discrimination could not sue an employer unless providing employment is a primary objective of the federal aid received by that employer.

This decision bears particular relevance to the employment ramifications of 504 on the college campus, where, similar to the *Tragesar* case, the primary objective of federal funds is often not employment.

A petition has been filed with the Supreme Court asking to review this recent court ruling. Further developments will be reported as they occur.

VOC REHAB TARGET OF GOVERNMENT STUDY

The U.S. General Accounting Office (GAO) recently completed a study of the current utilization of voc rehab funds and concluded that state VR agencies can maximize funds by providing rehabilitation services only to those individuals who can reasonably be expected to become gainfully employed and should seek other sources for funding the cost of post-secondary educational training in addition to rehab monies.

Of particular note was a finding that "rehabilitation agencies were claiming successful rehabilitations when the agencies had provided limited or no apparent services...." In 35% of the cases studied, there was no apparent relationship between the nature of the client's employment at case closure and the service provided. Also, when clients' health problems prevented them from pursuing employment towards a previously specified goal, the cases were closed as "rehabilitated homemakers."

The report suggests revising the current system of measuring performance and points to a RSA-funded project that also gives credit for "the client's potential for or difficulty in achieving rehabilitation and the agency's effort required for rehabilitation."

Copies of the report, "Improved Administration of the Vocational Rehabilitation Program Would Provide More Effective Utilization of Program Funds" (GAO/HRD-82-95), are available free from the U.S. General Accounting Office, Document Handling and Information Facility, P.O. Box 6015, Gaithersburg, MD 20760; (202) 275-6241.

Attitudes and Behaviors Toward Physically Disabled Students: Discussions with Faculty

Bob Nathanson *is Director of Special Education Services and Adjunct Assistant Professor of Guidance and Counseling at Long Island University, University Plaza, Brooklyn, New York 11201.*

INTRODUCTION

If the 1970s have been any indication, students with disabilities will be entering institutions of higher education with increasing frequency as we progress through the 1980s. Physically disabled students moving onto our nation's college and university campuses will be "mainstreamed" into various segments of the higher education community whose members are likely to have had limited meaningful experience interacting with them prior to the students' arrival—perhaps none at all.

The attitudes and behaviors of faculty, as members of that community who have front-line contact with these students beginning the first day they arrive in class, are critically important. The students' disability-related characteristics—physical appearance, mobility limitations, personality and speech characteristics—are likely to affect faculty perceptions, expectations, and attitudes regarding their students. These, in turn, can be expected to affect the way faculty deal with their students who are physically disabled and will subsequently have an effect on the students' achievement, self-concept, aspirations, career goals, and general day-to-day coping attitudes. Faculty attitudes and behaviors toward students who are physically disabled have the potential to enhance and facilitate their integration into the college community or can pose a formidable barrier which, in a very real sense, can be a greater obstacle than the more commonly considered architectural barriers.

The successful integration of physically disabled students in higher education requires an understanding of what faculty members think and feel, and how they act, as they interact with these students. While faculty development programs and activities may very well be needed to assure that faculty contribute toward this goal in a positive direction, it is necessary at this early stage to derive an understanding of the range of faculty attitudes and behaviors toward physically disabled students *prior to* developing effective inservice training and other interventions. A detailed understanding of the emotions, perceptions, assumptions, expectations, and behaviors that influence faculty relationships with disabled students is important for the design of activities that are responsive to the needs and concerns of faculty members.

METHOD

During the period June through October 1981, detailed, conversational field interviews were conducted with 30 full-time undergraduate faculty members at the Brooklyn Center of Long Island University. The Brooklyn Center was selected as the study site because of its long history of providing educational opportunities to physically disabled students. It was, therefore, expected that these faculty members would have had a range of significant experiences with physically disabled students from which to draw in their discussions.

Sample

With the assistance of staff of the university's Special Educational Services Program, 133 disabled undergraduate students who had been enrolled for more than one academic session as of the Spring 1981 semester were identified. A criteria for selection was the presence of a visible physical disability; among these were students who used wheelchairs, were blind, deaf, or mobility-impaired, or had various physical anomalies or severe speech impairments.

On May 15, 1981, each of these students was mailed a cover letter, a five-page nominating form, and a return, prestamped envelope addressed to the researcher, all typed in large print to encourage the participation of students with partial sight. The cover letter outlined the purpose of the research effort, requested the assistance of the students, provided a working definition of "positive faculty attitude and behavior toward physically disabled students," and asked students to select 10 faculty members who, from their experience, most closely embodied the characteristics of that definition.

The definition was developed out of discussions with physically disabled students and supported by "public awareness" materials published by George Washington University's Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers. Students were cautioned to select only those faculty members who had indicated positive attitudes and behaviors toward themselves and other physically disabled students. They were cautioned not to indicate those faculty members who had given them a high grade, who had been very helpful, whom they liked, who were interesting, who had a good sense of humor, or who knew their subject matter and presented it clearly. The five-page nominating form listed the names of 255 full-time undergraduate teaching faculty, along with their academic department, as listed in the university's *1981–1983 University Bulletin.* Of 133 nominating forms mailed out, 93 were completed, yielding a 70% rate of return. An additional seven were returned, but were of no use in the research.

The 15 faculty members receiving the highest number of nominating votes, as well as 15 faculty members who received the lowest number of votes, indicating positive and nonpositive attitude and behavior respectively, served as the sample for the study. Each faculty member had substantial experience teaching and advising physically disabled students.

Questions

The following areas of questioning, reflective of a review of related literature, were explored to satisfy the purposes of the study.

1. Have previous experiences with physically disabled persons, outside of the educational setting and/or within the school setting, contributed toward faculty members' attitudes and behaviors toward physically disabled students?
    - a. What types of experiences have served as contributing factors, and how have they contributed?
    - b. What has been the impact of various disabling conditions, degrees of impairment, appearances, and accompanying physical limitations?
2. What is the nature and scope of emotions that are aroused as the result of verbal and nonverbal interaction with physically disabled students?
    - a. To what degree are faculty members aware of their emotions related to physically disabled students?
    - b. What has been the impact of various disabling conditions, degrees of impairment, appearances, and accompanying limitations on faculty members' emotions and reactions? Do these emotions and reactions evolve or change over time and with type and frequency of contact?
    - c. How do faculty members work with their emotions and manage them?
    - d. How do faculty members' emotions and reactions toward physically disabled students compare with those related to nondisabled students? Are physically disabled students viewed as "special" or "different"?
3. What is the nature of faculty members' perceptions, assumptions, and expectations as they relate to physical disability and students who are disabled? What impact do faculty assumptions and expectations have on students' academic performance and on faculty–disabled student relationships?
    - a. What assumptions do faculty members make about the capabilities and limitations of physically disabled students?
    - b. What is the range of attitudes and feelings that emerge around course requirements and making demands on students, evaluating students, and determining grades?
    - c. What assumptions do faculty members make with regard to physically disabled students' futures?
    - d. How do faculty members' assumptions affect their expectations of disabled students?

4. What has been the range of faculty experiences with physically disabled students in the areas of academic and career advisement? What preconceptions do faculty members have about coursework, fields of study, majors, and careers as they relate to physically disabled students?
    a. Is there a difference in faculty behaviors toward disabled and nondisabled students in such areas as degree of interaction, initiation of contact, frequency and quality of time spent, and attention paid?
    b. Are faculty members able to offer honest and realistic feedback, evaluation, support and encouragement to disabled students who look to them for advisement?

RESULTS

This article presents the data which emerged from discussions with faculty members about their work with physically disabled students. A range of experiences, emotions, reactions, perceptions, and assumptions is provided within four general areas that emerged naturally from the interviews—past experiences with physically disabled persons both within and outside of the educational setting; reactions to physically disabled students; assumptions and expectations; faculty relationships with physically disabled students.

Past Experiences

What are the experiences with physically disabled persons prior to college teaching that stand out in the minds of faculty members?

Many of the respondents had childhood memories which they did not consider to be positive. Later on, as undergraduate and graduate students, and in employment, several faculty members recalled memories that were positive, uplifting.

> When I was in college, we had a student with cerebral palsy who was a chemistry major and he was able to perform everything in the laboratory. It would be awkward for him, but he could do it. He had relatively good control over his physical movements. They weren't smooth movements, but he still had control. He lacked the smoothness of coordination, but he didn't lack control, which is a distinction that we don't always make. I understand that he eventually went on to do graduate training in chemistry. Up to that time if anybody had asked me if someone with cerebral palsy was able to function in a laboratory, I would have given an equivocal [sic] "No" because you have a tendency to mistake lack of coordinated movement with lack of control. But he did fine.

> At my wedding, 23 years ago, my maid of honor was my best friend, who was totally blind. I was a reader for her as an undergraduate, and she was a model for me because I was an art student. She taught me Braille. Whenever I have a blind student, I have some fun and I send them a note in Braille, just for fun.

Most of the faculty respondents had very little in their backgrounds that prepared them to teach and advise physically disabled students. Most had no recollection of having had meaningful contacts with physically disabled persons prior to their experiences in the classrooms at Long Island University. Commonly, they recalled having had little or no contact with physically disabled children during their own childhoods, and contacts which they recalled having with disabled adults were most often characterized as negative, e.g., the bitter relative, the blind begger. Where there were memories of positive experiences, those faculty members felt that their experiences carried over in a positive way into their practices with physically disabled students—they felt comfortable with various impairments with which there had been prior contact, were able to "see past" the impairment to the uniqueness and capability of the individual student, and had developed a manner of interacting with disabled students with which they felt comfortable. However, these kinds of previous positive experiences were all too uncommon.

Yet, while only several of the faculty members had had meaningful previous experiences with physically disabled persons prior to teaching at the university, all were able to recount experiences with students that had either particularly positive or particularly negative meaning for them. During the course of the discussions with several of the faculty members, one sensed an especially warm feeling, a special relationship, that existed between individual faculty members and physically disabled students. These early experiences stood out in the minds of faculty and contributed toward their forming perceptions, assumptions, and expectations of the students, which they subsequently carried into their interactions with other physically disabled students.

It is likely that many faculty members around the country are employed on college campuses where there has been little opportunity for interaction with physically disabled students, either because there are very few students with physical impairments enrolled or because the nature of their teaching, research, and advising functions have limited such interaction. As a result of limited exposure, faculty members have typically not had sufficient opportunity to observe, first-hand, the capabilities of physically disabled students and are more apt to focus on students' limitations and inabilities, to assume the worst and expect the least. The experiences of faculty members interviewed in the study indicate that, with increased exposure and contact, there is a greater likelihood that faculty members will have an opportunity to develop a positive impression of physically disabled students.

Disabled students, themselves, have a role to play as well. By understanding the attitudes of those around them and working to reduce whatever strain or discomfort may exist as encounters between themselves and nondisabled persons take place, physically disabled students can help faculty members and others to feel more comfortable in their presence. Disabled students can be helped to develop the skills necessary to put others at ease, to be patient and calm in potentially embarrassing situations, and to advise others on how best to assist them when assistance may be needed.

Reactions to Physically Disabled Students

What is the nature and scope of emotions that are aroused as the result of verbal and nonverbal interaction with physically disabled students? It's the first day of class in a new semester. The faculty member walks into class, books and syllabi under both arms, and notices a disabled student seated in the room.

> There's a strong mixed reaction to them. On the one hand, a feeling of "I don't need to see this," and on the other a lot of positive feelings like, first of all a lot of these students have been bright and interested in learning and I like to give something to these students. I like to feel that I'm doing something for them. I think there are both of these feelings together, and then which way it goes depends a lot on the student. If the student seems happy and gets into the class, it's basically a positive thing.
>
> The first feeling is, "Oh my God, I feel so sorry," and the next is, "I should be," and the third is, "I hope he works and deserves everything I'm going to give him or her because I know I'm going to give more than he deserves." I don't think I try to fight these feelings; maybe I should, but I don't think so.

In talking about their reactions to physically disabled students, many of the faculty members reflected on their early years and contrasted their feelings and thoughts at that time with their reaction today.

> Faculty have got to give it a chance because it grows on you. I do remember at the beginning here, the various physical anomalies, the losses of arms or legs, or very severe cases of cerebral palsy. It was an awfully difficult adjustment to make because, let's face it, I've been teaching for over 30 years and most of those 30 years I didn't have disabilities so dramatic in my classes. And yes, it does take an adjustment.
>
> Some of the students have a physical handicap that visually you just can't ignore. Well, Miss Howell, you really couldn't ignore her at all, one arm, no legs. In fact, the first few times I

> spotted her in the lunchroom she was talking to students and I thought, "Oh boy, I think I'll move to another room"—really powerful. But at the same time I said to myself, that's ridiculous, this is probably a young lady that could use a media arts course. Anyway, I just got a little closer, and I heard them talking to her and then I introduced myself. I'm working on another one right now, the same kind of student that's almost too powerful to get physically close to. But I'm working on her, she'll take media courses, too. She had the hooks on both arms, no hands. To make it all very short, I kind of talked Miss Howell into taking one course, and then another. This is a girl with one hand. She did beautifully, and as you can see from this photograph, that's pretty fancy stuff! And it's not just, "Oh, isn't this nice for a handicapped person's work"; that's a beautiful piece of work!
>
> At this point, after 13 years here, it's routine. In fact, at times when I've taught at other schools where they don't have disabled students, it's like I've noticed something missing.

Many faculty members view physically disabled students much as they view other students with whom they work. The focus is not always on the disability.

> If you make a big deal, and make them different, and single them out, that becomes difficult and a burden to start with. You have to start from day one to make everybody the same, that's the way to do it. It's just another person and they have certain needs. It's the individual, wheelchair or no wheelchair, handicapped or not, it's the individual, that's the most important thing, try to get to know each person, see what happens.
>
> I try to consider the handicapped students as regular members of the class. I have to make allowances for them as I do for other students. I have students who have to work nights—this is a handicap to them—they can't always have their work done on time, they're not fully awake in class. This school has such a heterogeneous population, faculty have to adjust to a variety of things. I'm a stickler for attendance and punctuality. The other day a student came late, she had to wait for the school bus to pick up her child for nursery school. This was her handicap. What was I to do? You have to make allowances. It used to be harder for me to do that.
>
> Someone like Carl Grant was a leader in the class. You know he's different visually—no legs—but you don't photograph with your feet.
>
> I guess I consider some disabilities even worse than the ones we're talking about. Those are the ones I think more about. Stu-

> dents who are "F" students, they're the ones someone should worry about. What's going to be with them?

Although faculty members may consider physically disabled students to be "just like any other student in the class," there are times when this is difficult or impossible to do. In some cases, it is because of students' disability-related difficulties that are posed by limitations in speech, vision, hearing, or physical mobility. In others, the difficulty may lie with the individual faculty member. In either case, the focus is on the physically disabled student as different.

Initial, first-day-of-class reactions to having a physically disabled student in class—particularly with the more severely impaired student—were commonly characterized by feelings of anxiety, resentment, pity, guilt, annoyance, and anger; of "Thank God, it's not me" and of "I wish I didn't have to see this." Many of the faculty members had immediate expectations of having to do more work, of the students being an inconvenience, of something coming up in class with which they would feel uncomfortable, and of having particular difficulty in grading these students. Other faculty members expressed having no special feelings, no radically different reactions, or they expressed having particular positive or negative initial feelings and assumptions that were usually based on having had prior experiences with other similarly impaired students that were of a positive or negative nature. If, for example, in a previous semester a faculty member had a blind student who proved capable of handling the coursework or proved to be a superior student, the faculty member's initial reaction to another blind student in a succeeding semester would tend toward being a bit more positive; the reverse was common as well.

Because contacts with physically disabled persons have been so limited, faculty members, like other members of our society, initially react to physically disabled persons in new situations based on the one or two previous experiences they have had with similarly impaired people. Thus, assumptions and expectations about the capabilities of a blind student will often be determined by what had happened previously with the one or two other blind people or blind students they had been exposed to. Faculty members can be helped to understand that just as all faculty members are not the same or all Hispanic males are not all the same, so, too, all blind students are not the same. As all students, physically disabled students must be individualized. Despite sharing the commonality of having a physical impairment, these students have strengths, weaknesses, likes and dislikes that are as similar and as varied as those qualities of other students on campus. With this understanding, and increased exposure to a variety of students having a variety of physical disabilities, initial reactions to having these students in class will not as often be characterized by feelings of resentment, anxiety, pity, annoyance, and negative expectations.

While many of the faculty members talked about the need to treat physically disabled students as "regular" students—that this was what a faculty member was "supposed to do"—much of the discussion with individual faculty respondents centered on the disability-related difficulties that had been posed by students' limitations in speech, vision, hearing, or physical mobility. A number of the faculty members talked of "accommodating," "adapting," "adjusting," and of needing to be "flexible" in responding to the special needs of the students; yet they often found it difficult to do this. For example, several faculty members expressed feelings of discomfort, frustration, inadequacy, annoyance, anger, and embarrassment in explaining material to blind students who cannot see what is written on the blackboard or in understanding the impaired speech of students who have cerebral palsy. When these difficulties arise and they are not handled in a calm, matter-of-fact manner, these same feelings may also be experienced by the disabled students and, at times, by other students in the class. The focus on the disabled student-faculty relationship turns toward the students' limitations and differences, which quickly becomes all-pervasive.

If faculty members can be assisted to handle these difficulties—for example, if they can be offered techniques that may help with understanding and feeling more comfortable with students who have impaired speech —if they can be provided with instructional methods and materials which they may use in explaining mathematical concepts to blind students; if they can be shown how to position a deaf student's sign language interpreter so as to minimize distraction, there will be less focus on the physically disabled student as "different" and an increased likelihood that a more productive faculty-student relationship will result.

While there was a range of initial reactions to having physically disabled students in class and there was evidence of a variety of faculty responses to the special needs presented by these students, faculty members overwhelmingly gave the impression that over the years, things have gotten considerably better. All but one of the faculty respondents indicated that as a result of having had considerable contact with physically disabled students during their years of teaching at the university, they have become more accustomed to working with these students and have become more comfortable with them than they had been in the past. Many of the faculty members took a certain pride in expressing this, and there was the sense of their wanting very much to become even more comfortable and to feel that they are more effective in teaching physically disabled students.

Assumptions and Expectations

What is the nature of faculty members' perceptions, assumptions, and expectations as they relate to physical disability and students who are disabled? What impact do these assumptions and expectations have on students academic performance and on faculty-student relationships?

While many of the faculty respondents talked of the need to treat the physically disabled students as "regular" students, and of expecting them to "produce as much as the others," most do not hold to the same academic expectations and evaluation standards as they do for nondisabled students. Some faculty question whether the more severely impaired students have the ability to succeed in college; others admit to a lack of awareness as to just what these students are capable of doing. Commonly, fewer academic demands are made of physically disabled students; they are expected to produce less and are often graded higher. The conscious rationales offered by faculty respondents in explaining this "double standard" are: the students already have enough to worry about, why burden them further; they have so little going for them, let me give them some encouragement; they are not going to do anything with the grades and the degree anyway, so what does it matter; and I can't expect them to produce what they are not capable of producing.

Although faculty members are often well-meaning in their motivation for making fewer academic demands on physically disabled students, the students are hurt by this more than they are helped. As a result of having less expected of them, the students produce less and thereby learn less. This then becomes cyclical and results in a self-fulfilling prophecy. During the course of the interviews, a number of faculty members were given an opportunity to express, explore, and clarify what this "double standard" is all about; several of the respondents expressed displeasure with their own behavior in this regard, but explained that it had been difficult to confront themselves and to handle evaluation and grading in a more equalized manner.

Faculty members need to become aware of their perceptions, assumptions, and expectations and helped to monitor them. They must be helped to realize that the disabled students themselves want and need to have demands made on them for high quality work, and that they want to be evaluated by the same standards that apply to other students in their classes. Faculty must be helped to feel more comfortable giving a severely disabled student a failing grade for doing failing level work. Once faculty are able to make demands on the students and evaluate and grade them accordingly, the students will be more likely to work up to their potential, will achieve more, and will have greater confidence in their own abilities. With this, faculty members will be able to honestly respect the students' abilities, and these will serve to reinforce, rather than detract from, the relationships faculty members have with disabled students.

In addition to maintaining assumptions and expectation about the academic abilities of physically disabled students, most of the faculty members also held expectations about what will happen once the students leave school. Although several faculty members expressed optimism and others "held out hope," most envisioned the physically disabled students leaving the protective environment of the university and entering a tough, competitive world where affirmative action is not very affirmative and is getting even less so, where the needed public services are not available, and where the students—as graduates—are certain to encounter harmful biases and prejudices. Several faculty members made the assumption that there are vocational fields that are absolutely out of the question for students with particular disabilities no matter how intelligent and capable the students may be. In the "best interest" of the student, they questioned whether it is "right" for the university to encourage students in these directions, to "raise false hopes" or "false expectations," as several of the respondents put it. The rationalization is that students should be protected from experiencing future disappointment, as, for example, when it is assumed that a student who is paralyzed below the neck will not be able to find employment as a lawyer. Based upon this reasoning, some faculty members discourage and all but prohibit the more severely impaired students from aspiring to careers in a host of vocational areas.

Faculty members' assumptions and expectations about physically disabled students' chances of leading a satisfying and productive life after leaving college are often based not on experience, but on lack of knowledge and awareness about the unique capabilities of the physically disabled person; about the contributions which that person is capable of making; and about the ability of given field, company, or position to accommodate itself to that person's capabilities.

Faculty Relationships with Physically Disabled Students; Advisement

What has been the range of faculty experiences with physically disabled students in the areas of academic and career advisement? What preconceptions do faculty members have about coursework, fields of study, majors, and careers, and how do these affect their relationships with physically disabled students?

Most faculty agreed that students at the university—disabled or not—avoided entering into any kind of a relationship with them other than through those types of contacts that were minimally expected of all students. Those faculty who had developed relationships with physically disabled students raised particular concerns about their relationships. Several of the respondents talked of the feelings of guilt, depression, sympathy, exhaustion, and inadequacy which emerged during outside-of-class discussions with these students. Of these, a number of faculty members mentioned their difficulty in being fully honest with the students or of their concerns about being "unfair" and "hurting" the students, particularly with regard to career advisement. Given their assumptions—often negative—about the students' abilities to succeed in a given major or vocation, some faculty members consciously failed to share their true feelings with the students and in some cases appeared to compensate by being overly encouraging, while others chose to be "up-front" with the students and discouraged their study in a variety of career areas. While many of the faculty members expressed the desire to be helpful and encouraging in their relationships with physically disabled students, most had difficulty with being honestly optimistic, enthusiastic, confident, and supportive. At best, they were "hopeful" that things would work out well and that the students would "find their place."

Faculty members who carry false assumptions, expectations, and a lack of knowledge and awareness into counseling, advising, and other relationships with physically disabled students can produce a sense of discouragement and defeatism, a lack of motivation and productivity, and passivity in the student. The potential for faculty members to have a substantial positive impact on physically disabled students' competence and sense of competence, on their educational and vocational aspirations, on the development of emotional independence and integrity, and on the humanizing of values is lost.

To counterbalance their perceptions, assumptions, and expectations, faculty members need to be educated about the capabilities of severely disabled people. They need to observe and hear from professionals in a variety of vocational fields—law, accounting, and medicine, for example—who themselves have severe physical disabilities. And they need to become "believers," so that they will then be able to inject a true sense of enthusiasm, support, encouragement, and optimism into their relationships with physically disabled students without fear of "raising false hopes" or compromising their honesty. In so doing, faculty members will strengthen their relationships with their physically disabled students and thereby will have greater potential to contribute toward producing students who are better prepared to confront the "tough outside world" that these same faculty are most concerned about.

DISABLED STUDENTS' PERCEPTIONS

The study made no attempt to measure or to compare attitudes in a standardized manner, nor was the presentation of data intended to imply any measurement or comparison. However, in reading through the data, it appears that the attitudes and behaviors of that group of faculty members who were perceived by physically disabled students as having "positive attitudes and behaviors" did not differ markedly from the attitudes and behaviors of those faculty members who were not perceived as positive. Although there were individual faculty members within their respective groupings whose attitudes and behaviors appeared characteristically as thoroughly positive or thoroughly nonpositive, these were clearly the exceptions. There was a range of positive and negative emotions, perceptions, assumptions, expectations, beliefs, and behaviors that were common in both of the groups. Indeed, there were positively perceived faculty members who indicated an overabundance of pity, who felt especially anxious during their interactions with physically disabled students, who inflated their grades and expected less work from them, who discouraged students' aspirations, who had difficulty being honest, and who held out little hope that these students would become successful, productive adults. At the same time, there were negatively perceived faculty who indicated that they treated physically disabled students no different from other students, graded them fairly, accommodated their special needs, did not pity or protect the students, and welcomed them to their classes. Contrary to the perceptions of physically disabled students, positively perceived faculty members were almost as likely to indicate negative attitudes and behaviors as negatively perceived faculty; and negatively perceived faculty were almost as likely to indicate positive attitudes and behaviors as positively perceived faculty.

While on the one hand it is discouraging to realize from the study that positively perceived faculty members are not always positive in their thoughts, feelings, and behaviors related to disabled students, the reverse is encouraging; that is, negatively perceived faculty are not always negative, and indeed are at times more positive that the "positives" in their relationships with physically disabled students. Two things become clear from this. On the one hand, physically disabled students can come onto our campuses to learn without having to avoid or fear faculty members who supposedly harbor negative attitudes. As students, they must work with these faculty members and do all they can on their end to encourage faculty members to form positive attitudes with regard to their capabilities as students. Secondly, faculty development activities must be designed with the needs and concerns of entire faculties in mind—the attitudes and behaviors of all members of the faculty need improvement if physically disabled students are to afforded equal educational opportunities on our nation's college and university campuses.

SUMMARY

It is quite obvious that faculty members have feelings about their work with physically disabled students. They marvel at them, pity them, fear them, appreciate and respect them. Some consider these students a burden; others, an enrichment. They are avoided by some faculty, welcomed by others. They are considered depressing by some, uplifting by others; as regular members of the class or as very special. There are faculty who identify with disabled students because they, themselves, have a physical disability. Many others offer thanks to whatever Almighty Being they believe in for sparing themselves and others close to them from physical impairment. We might ask whether any other group of students has elicited so strong and so varied a range of emotions, perceptions, and assumptions as physically disabled students have from college and university faculty members.

If we are to successfully meet the educational needs of our students in the 1980s, colleges and universities must encourage the growth of faculty members as individuals. This is a particularly important goal for institutions that stress the value of close student-faculty relationships. Moreover, it is essential that institutions encourage an atmosphere and environment in which all students can learn on equal footing, regardless of race, ethnicity, socioeconomic background, sexual orientation, or physical condition. By speaking honestly with our colleagues, we gain a sense of how, where, and in what direction to begin on our individual campuses.

looking for help

Readers who would like to engage the assistance of others concerning campus problems, research studies, or other activities are encouraged to submit a brief abstract stating their request to the Editor, attention: Looking For Help.

FACULTY TRAINING EXPERIENCE SOUGHT

John Truesdale at the University of Wisconsin has received a grant to conduct faculty development. He would like to learn about the experiences other campuses have had in conducting initial training and ways to handle the problems of continuing training for faculty.

If interested, contact:
John Truesdale, Director
Disabled Student Services
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190-1790

STUDENT WRITING WANTED

Carol McCarl, editor of *Lifeprints*, a publication for visually impaired students, is looking for articles by college students relating to independent living and study skills for blind students. The articles should be geared towards the high school population. Interested visually impaired students should contact McCarl at 735 21st Place, NW, Salem, OR 97214.

A REQUEST FROM ABROAD

Editor's note: The following letter may strike a responsive cord that is close to the heart of our field; interested readers are invited to reply to this student at the address listed below.

Before I let you know the reasons for my writing, here are some details of myself. My name is Josef Giger, I'm 23 years old and spasmodical paralyzed—dependent on a wheelchair.

I am an Austrian but I live in Munich since Oct. '81. At the moment I am visiting a secondary school in Munich, which I'll leave in spring '84 after a final examination. Then I want to go immediately to the States for at least 10 years in order to study a scientific subject like physics, math, or chemistry. Besides I want to do something in the social and economical field—giving help to others which I am able to give!

I got your address from Mr. Berning with the hint that you could possibly be of help to me in solving some problems which have to be pushed out of way before my study in the USA. Here are my questions and problems:

1. My financial means are not of large extent and my welfare aid won't pay for me any longer when I leave Munich; how and where could I get financial support for gaining a foothold in the States?
2. How are the colleges constructed?
3. What is neccessary in order to get a study place at a college or university for a foreigner like me?
4. I want to live there independent. For what I'll need some help and care —how do I get all this?

I know that what I intend to do won't be easy and there will be some problems in my way too—but I will manage it to get away from here and to study in the USA. Therefore I'll do everything in my capacity!

In summer '83 I'll come to the States in order to make some preparations for my university career—care, home, university place.

There are different reasons for the States as my choice: first I think that I will like your country; secondly, the USA surely offers more and better possibilities for realizing my thoughts and plans than over here; third, I want to prove that even someone who is seriously handicapped can live a 'free life'!

As little as I wrote about me, you cannot have a clear picture from me, so that all this may look a bit unpersonal to you; but I can say to you that these—my thoughts written down here—do mean very much to me; they are even a part of my life! And therefore I ask you to help me!

I thank you very much,
with greetings,

Josef Giger
Barlachstr. 38/E
8000 Munchen 40

P.S.: A friend of mine did help me with the translation—my English isn't good enough yet!

resources

PUBLICATIONS

Centsitivity: A Self-Help Guide to Presenting Awareness Workshops is a publication of the Center for Education for Non-Traditional Students (CENTS). This 157-page manual presents step-by-step instructions designed to teach post-secondary educators and service providers how to present workshops on physical disability. It also includes a bibliography on where to obtain films, handouts, simulation equipment, and other resources. Copies are available for $22 each from Jerry Bergdahl, Unit Manager, 731 21st Avenue, South Minneapolis, MN 55454.

Handbook of Career Planning for Special Needs Students, edited by Thomas Harrington, 1982. A basic resource guide for providing vocational counseling services to disabled adults, this text combines theoretical concepts of career planning and practical guidelines and strategies, with a focus on the career development issues facing the disabled population. It is available for $28.95 from Aspen Systems Corporation, P.O. Box 6018, Gaithersburg, MD 20877.

Profiling Careers of Disabled College Graduates includes profiles of disabled men and women who have graduated from college and are now engaged in a variety of occupations. 15 pages, available free of charge from California State University, Career Planning and Placement Center, 1250 Bellflower Boulevard, Long Beach, CA 90840. (Also available in videotape; $35.86 for ½-inch tape; $45.86 for ¾-inch.)

FILMS/TAPES

Alcohol and the Deaf Community is a series of videotapes created to provide information to the deaf community about alcohol misuse, abuse, and alcoholism. The series is accompanied by a guideline for use, vocabulary lists for each tape, sample handout materials, and a list of resources. Cost: $150. Contact: Dolores H. Niles, Assistant Professor, Center for Alcohol and Other Drug Studies, 322 Lowell Hall, 610 Langdon Street, Madison, WI 53706.

Strengths and Weaknesses—College Students with Learning Disabilities. Challenges, opportunities, and help utilized are discussed by students in a sharing format. Contact: Lauren Productions, Inc., P.O. Box 666, Mendacino, CA 95460.

Add an Asset is a slide/tape presentation highlighting the successful job experiences of learning disabled adults. It includes a brief introduction to LD and a discussion of the keys to successful employment for individuals with learning disabilities. Cost: $60. Contact: Parks Media: USA, c/o MCACLD, Maryland, Box 623, Rockville, MD 20851.

PRODUCTS

Electric Wheelchair Features Clip-On Battery Box. The Power Rolls IV, a new product of the Invacare Corporation, is a wheelchair with a clip-on controller and battery box that can be removed and carried, designed to enable the chair to be folded and stored easily. For more information, contact Invacare Corporation, 1200 Taylor Street, P.O. Box 4028, Elyria, OH 44306.

New Cassette Players on the Way. The National Library Service for the Blind and Physically Handicapped has announced the development and addition of several new types of playback machines. By the end of 1983, the following equipment should be available:

- Combination Machine, featuring the ability to play both discs and cassettes, automatic side switching, and variable speed control, fast forward and reverse direction for discs.
- Easy Machine, featuring 6 hours of reading with one insertion, only two main controls, and a smaller size than the standard cassette machine.

Following the general distribution of these machines, the NLS is planning to produce a pocket cassette machine. Designed for portability, it will be audible only though light-weight headphones.

Guidelines for distribution are being developed in cooperation with network libraries and will be announced in detail before the new machines are ready.

TALKING SIGNS Available; Usefulness Being Studied. Love Electronics, Inc., has announced the production of *Talking Signs*. The transmitter model features a repeating telephone-quality voice with a message length of 1.3 seconds and a maximum range of 70 feet, depending upon the environment. Price: $75. Developed by the Rehabilitation Engineering Center at the Pacific Medical Center in San Francisco, the value of *Talking Signs* for visually impaired students will be assessed at two college campuses in San Diego. For further information on the study, contact: Deborah Gilden, PhD, Associate Director, Rehabilitation Engineering Center, Pacific Medical Center, San Francisco, CA. For information on the product, contact: Love Electronics, Inc., Box 152, Hillsdale, NY 12529; (518) 325-3778.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (2nd ed.), American Psychological Association, 1974, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome.

MEMBERSHIP CATEGORIES

Active Professional

Any persons actively working to enhance post-secondary educational opportunities for handicapped students. An Active Professional is eligible to vote and to hold office. Annual dues: $40.

Affiliate

Any individual supporting the purposes, goals, and objectives of this Association and choosing to make their own contributions in less visible or time-demanding roles. Affiliate Members may have voice but may not vote or hold office. Annual dues: $30.

Student

Any person enrolled in a post-secondary education program. A Student Member may have voice, vote, and hold office. Annual dues: $15.

Institutional

Any organization or institution of higher education; each member institution is entitled to appoint one individual who shall be an Active Professional Member, with all rights and privileges thereof. The member institution may appoint additional individuals to Active Professional membership in the Association at a reduced rate. Annual dues: $100; $15 for each additional member.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education
Liz Neault, Editor

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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Advertising rates are available upon request from Special Press, P.O. Box 2524, Columbus, OH 43216-2524.

president's message

I recently attended a two-day conference which discussed the victory over the President's Task Force on Regulatory Relief which tried to revise the coordination guidelines to Section 504. The victory did not come easily. Three women's lives were consumed for 2 years as they developed strategy, mobilized disabled groups nationwide, moved to Washington, met the Reagan Task Force head-on—and won. The women—Mary Lou Breslin, Arlene Mayerson and Pat Wright, all from the Disability Rights Education and Defense Fund—fought the battle for us and won with us; the victory is theirs.

Listening to the women describe the months of work, pain, and frustration they experienced, I had goose bumps, a lump in my throat, and yes, tears in my eyes. I realized that these women led the fight to defend and save *my rights*. Because of them I won't have a social value test placed on me before I can exercise my right to be educated. Because of them I won't have to pass a means test before I receive the auxiliary aids I need to compete in the educational process. Because of them I won't be locked away as society's outcast. Mary Lou, Arlene, and Pat wouldn't let that happen.

The women relentlessly insisted that the battle be fought on all fronts. Pat went to Washington, set up an office, and developed influential contacts. She identified power figures in the administration and got invited to the White House to meet with the Task Force and other policy makers. Arlene, an expert lawyer in disability law, would receive the leaked drafts of the proposed regulations and comment on them word by word—sometimes with less than 24 hours lead time. After the proposed regulations had been torn apart by Arlene and DREDF's position was clear, Pat would head back to Washington for the next round of talks.

Meanwhile, Mary Lou was working not only on 504 but on PL 94-142 and building a coalition. AHSSPPE was part of that coalition. Members responded by writing personal letters and testifying at hearings across the country. Twenty thousand letters went to Washington on PL 94-142 and 40,000 letters were received on 504. Washington had never received so many letters on any one issue in history. Administration officials begged DREDF to stop the letters! In many communities, elected officials were questioned about their position on Section 504. A "504 Week" was held in Washington to coincide with the Annual Presidents' Committee Meeting.

On March 21 the Bush letter came out announcing the decision to withdraw attempts to deregulate 504. Vice-President Bush's letter stated in part that "This decision brings to a close a lengthy regulatory review process during which the Administration examined the existing regulatory structure under Section 504, studied recent judicial precedents and talked extensively with members of congress and of the handicapped directly affected by these regulations. The comments of handicapped individuals, as well as their families, provided an invaluable insight into the impact of the 504 guidelines."

It is a victory for all. My thanks go to all the AHSSPPE members who wrote, testified, and encouraged students to get involved. My personal gratitude, admiration, and love go to Pat, Arlene, and Mary Lou. Without their dedication, their total commitment to saving the civil rights of disabled persons, and their organization and guidance, the victory wouldn't be with us today.

Mary Lou Breslin, Deputy Director of DREDF, was our keynote speaker on Wednesday, July 20, at AHSSPPE's national conference in Oakland. She addressed Section 504 and the Washington experience I've outlined briefly. I hope everyone had the opportunity to meet and talk with Mary Lou—the force behind the victory.

Sharon Bonney
President

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays of 400 words or less may be submitted to the Editor, attention: Speak Out.*

WHO ARE THE LEARNING DISABLED

By Tom Thompson, Coordinator, Disabled Student Services, Harper Community College, Algonquin and Roselle Roads, Palatine, IL 60067.

Identifying learning disabled students and planning appropriate supportive services to assist these students in a college setting are two very significant problems. Several college administrators and providers of support services in northern Illinois have been meeting over the past several months and have discussed the following:

1. Who is learning disabled?
2. Who isn't?
3. Who is eligible for what services?
4. What are the vocational training options currently available?

There seems to be a lack of clarity and consistency about the diagnosis of a learning disability. Here in Illinois, we are told by secondary educators that individuals who are diagnosed as being learning disabled are placed into a variety of special education programs. In addition, we have identified students who are not learning disabled as being in L.D. programs. Three categories of students seem to be confused with learning disabled students. These are:

1. The behaviorally disordered student
2. The mentally retarded student
3. The "general studies," "slow learner," or educationally disadvantaged student.

The problem of deciding who is and who isn't a learning disabled student is complicated. The general approach to diagnosis is a backward one of eliminating other causes (those mentioned above and those due to sensory impairment) as the reason for marked differences in educational ability. Once normal intelligence has been ascertained, the diagnostician must attempt to rule out purely emotional or motivational causes as primary factors.

The question of deciding who is eligible for what services depends upon several things. First, there must be an accurate diagnosis or understanding of the disability. Second, there must be an interpretation of responsibilities under Section 504. What specialized or supportive services are mentally retarded or "general studies" students entitled to? In secondary settings these students are tracked into separate courses and special work experiences. What happens or should happen at the postsecondary level? Third, decisions must be made with regard for the mission and resources of an institution. Commitment is vitally important.

The issue of current vocational training options is one that affects local, state, and federal government. High school graduates usually have limited choices if they are significantly below grade level in basic skills. The development of new programs in remedial/compensatory education or in hands-on training must compete with a growing emphasis on higher academic standards and high technology. Local communities must be made aware of these competing needs.

Learning disabled students represent a significant number of individuals with special needs. Separating learning disabled students from others with academic difficulties is important. It will require discussion, planning, hard decisions, and consistency in practice.

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on campus reporter

In the interest of international information sharing, the Bulletin *turns toward Canada to report on the development of services and programs for disabled students. The following excerpt was prepared by Randi Duke, Coordinator, Adult Special Education, The College of New Caledonia, 3330-22nd Avenue, Prince George, British Columbia, V2N 1P8.*

Under the terms of the British Columbia Colleges and Institutes Act, the College of New Caledonia in Prince George has a mandate to serve the people of a very wide region. The area stretches north to Mackenzie, east through the Robson Valley, south to Quesnel, and west through Vanderhoof, Burns Lake, and Granisle. As one would expect, there is an equally broad range of needs within this area, including those of people with handicaps. While college policy aims to provide services to all citizens in the college region, a growing awareness of the many special needs in the community led C.N.C. to initiate specific action aimed at increasing opportunities for persons with handicaps.

In November 1981, the college, in support of the Ministry of Education's policy, instituted the position of Coordinator for Adult Special Education Services to help individuals with handicaps get into college programs. Adult Special Education at C.N.C. is based on the philosophy that all persons are entitled to receive appropriate education services in the mainstream of society in order to achieve their educational, vocational, and independent living goals. The major focus of special education, then, is to increase college awareness and acceptance of individual differences and provide support services and special programs that will enable the handicapped student to participate fully in college life.

To develop an understanding of the types of special education services that would be needed, the college undertook a study to assess the needs of the people in our region. The results of the study were presented to the College Board in the form of a 3- to 5-year "mini-plan" for special education. As a result, in July 1982, the C.N.C. Board endorsed an overall policy for implementing these services. Included in that policy were a number of consultative committees comprised of community representatives with responsibilities for ongoing monitoring of activities and advising the college about emerging or changing community needs.

With the policy in place, two new program initiatives were begun in September 1982—the Learning Assistance Centre and a Career Preparation Program for adults with mental handicaps.

The *Learning Assistance Centre* was set up to work with any student who is experiencing specific learning difficulties in his or her course of study at the college. The Centre provides diagnostic assessment and remediation services and employs a variety of methods to assist students in completing their programs. Computer-assisted instruction, individual remediation, audiovisual techniques, and other aids are used to provide effective and personal assistance in basic skill areas.

The *Career Preparation Program* is designed to meet the needs of students whose current skill levels restrict their entry into regular college programs. Most of the students enrolled in this program have moderate to severe developmental delays and have spent many years in special classes or sheltered activity centres. The program focus includes training in community living skills, career awareness skills, and on-the-job training in specific vocational skills. It is the first step in a continued process of assisting the student to assess other programs or employment in the community.

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Valuable resources for AHSSPPE members and nonmembers alike!

Reap the benefits of past AHSSPPE conferences, including presentations, papers, and workshops. Proceedings topics range from architectural access through program planning and operations, evaluation of services, student support groups, auxiliary aids, career counseling, and more. Also available is the Annotated Bibliography, a compilation of sources important to anyone providing services to handicapped students in post-secondary education, published in loose-leaf form to simplify updating.

Annotated Bibliography of Information Sources ($10 members; $12.50 nonmembers)
Disabled Students on American Campuses: Services and the State of the Art (1977 Proceedings) ($2.50)
Change Strategies and Disabled Persons: Postsecondary Education and Beyond (1978 Proceedings) ($3.25)
The Handicapped Student on College Campuses—Advocacy, Responsibility and Education (1980 Proceedings) ($3.25)
The Accessible Institution of Higher Education: Opportunity, Challenge and Response (1981 Proceedings) ($6.50 members; $8.00 nonmembers)
Handicapped Student Service Programs in Post-Secondary Education: It Doesn't Cost, It Pays! (1982 Proceedings) ($6.50 members; $8.00 nonmembers)
AHSSPPE '83 (1983 Proceedings) ($6.50 members; $8.00 nonmembers)

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association news

AHSSPPE TRIO TRAINING WELL RECEIVED

During a period from mid-March through early April, the Association trained 117 Special Services Personnel nationwide under a contract received last fall. Training took place for 3 days each at Long Island University, Wright State University, the University of Georgia, and the Auraria Higher Education Center in Denver. Under the terms of the contract, AHSSPPE solicited individuals interested in receiving training in the provision of handicapped student services from individuals involved in Special Service Projects (a division of the Trio Programs) nationwide. While the government supplied money for training only 116 individuals, AHSSPPE received inquiries from over 350 people at more than 200 campuses who were interested in learning more about the topic; the level of expertise of those inquiring ranged from people who have been in the field for several years and are still looking for answers and ideas to bolster the quality of the services they offer to those who indicated "We have a handicapped student coming here next year and we need to know what to do."

Under the direction of Cletus Judkins, Training Coordinator, the Trio participants were gathered together on the basis of varied needs and experiences, as well as geographic proximity, thus supplying a healthy opportunity for networking among the trainees as well as the trainers. Jane Jarrow, Executive Director of AHSSPPE, attended each of the four training sessions as the Association's representative. She reports that the trainees repeatedly remarked, in person and in written evaluations, about the quality of resource information that AHSSPPE was able to supply through the Annotated Bibliography of Information Sources and copies of previous Conference proceedings. According to Janie, "Our membership, individually and collectively, has a wealth of expertise that should be shared, explored, and expanded. May this be the first of many successful formal training seminars conducted by AHSSPPE, and may our numbers—and our knowledge—continue to grow."

ACTIVE NATIONAL OFFICE BOLSTERS AHSSPPE NETWORKING

In its first eight months of existence, AHSSPPE's newly organized Business Office has been busy and productive. In addition to aiding the Membership Renewal Drive last fall, the National Office answers an average of four to six letters of inquiry each week from individuals requesting information about AHSSPPE or looking for referrals to other individuals or sources. Aside from supplying important contact information for Committee Chairs (Nominations, AHSSPPE '83 Conference, Regionalization, etc.), the centralization of membership records and easy access to names, addresses, etc. through a recently purchased minicomputer has allowed the Association to respond more quickly to individuals interested in publicizing job openings or alerting our membership to services/products available. The word-processing capabilities of the minicomputer made possible the production of the 1983 Membership Directory, as well as the newest update to our *Annotated Bibliography.* The Business Office is also responsible for the dissemination of much of the Association's correspondence, including this *Bulletin.* A busy year...a year of growth...and a time for trying out new ideas and alternative solutions. If you have any thoughts as to services that might be included within the purview of our National Office, you are encouraged to share them with the Executive Council.

STUDENT WINNERS

AHSSPPE is pleased to announce the recipients of the 1983 Student Recognition awards. This award is made to two students in postsecondary education who have each contributed towards making his or her campus accessible to people with disabilities. AHSSPPE hopes not only to recognize but also encourage students to become involved in the issues of physical and programmatic accessibility on their respective campuses.

Michael Corso, a senior at State University of New York at Albany, majoring in rhetoric and communication, is the president of the Student Association, SUNY's student government. The Student Association represents 16,000 students and has a budget of $800,000. He speaks to community groups and is a role model not only to other students with disabilities but to the able-bodied as well. Formerly, he was president of the Disabled Student Services Organization and the chairperson of SUNY's student-run telethon, which raises over $40,000 a year. Michael and his guide dog Andy are extemely well known around campus, if not the state of New York.

Michael Corso, a recipient of the 1983 Student Recognition award, and Nancy Belowich, Assistant Dean, State University of New York at Albany.

Eric Landry, who has osteogenesis imperfecta, is a computer science major at the University of Southwestern Louisiana. He has helped to orient handicapped students to the campus as well as give needed input to the Handicapped Student Services Office at USL. Eric is also the president of Beacon Club, a student organization comprised of disabled students. Their activities include advocacy for physical access as well as recognition and remediation of attitudinal and bureaucratic obstacles that hinder people with disabilities at USL. Eric, with the help of the Beacon Club, has established a scholarship fund for handicapped students.

To both of these students, AHSSPPE extends a warm thanks and congratulations for work well done.

CANDIDATES ANNOUNCED

The efforts of the Nomination Committee, under the direction of Joanna Gartner, have resulted in a slate of officers announced at the Oakland conference.

President:	Pat Pierce, Vanderbuilt University Catherine Johns, San Diego Community College
Secretary:	Jacob Karnes, University of Kentucky Bill Scales, University of Maryland
Treasurer:	Dottie Moser, Harvard University Warren King, The Ohio State University

The candidates were introduced and made themselves available to discuss their ideas and plans for the Association. Early in August, ballots will be mailed to all professional members and the announcement of new officers will be made in early September.

The Nomination Committee also reviewed nominations for the Professional Recognition Awards (PRA's) and selected those individuals and institutions awarded certificates of recognition at the July conference.

The Fall edition of the *Bulletin* will highlight the results of the election and nomination process.

UPDATE: SPECIAL INTEREST GROUPS

- The Deafness Special Interest group, under the leadership of Jimmie Joan Wilson, is developing an information/resource list containing information about the areas of expertise in deafness and hearing impairment held by group members. The list will be distributed to anyone looking for assistance in specific needs presented by their hearing impaired students. Persons who are not now members of this special interest group but would like to be included in the list of "experts" should contact Jimmie Joan Wilson, NTID at RIT, Rochester, NY 14623. In addition, several members were involved in the presentation of a preconference workshop held at the Oakland conference.

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- The Career Services Special Interest Group (CSSIG), under the leadership of Debra Sampson, developed a survey that was distributed to all AHSSPPE members. The results of this survey were presented in a preconference workshop at Oakland.
- The Community College Special Interest Group, under the leadership of David A. McKay, has been expanding a network mailing list, planning a community college special interest newsletter, and working with the National Association of Junior Colleges to develop stronger participation in AHSSPPE.
- The Trio Programs Special Interest group, under the leadership of Bob Nathanson, successfully pursued a training grant last year, and has been focusing its efforts on the new TRIO training grant competition.

(The Special Interest Groups are chaired by Patricia Yeager, Office of Disabled Student Services, Auraria Higher Education Center, P.O. Box 4615-P, Denver, CO 80204).

AHSSPPE '83—A CELEBRATION OF TASTE

It can be said that each AHSSPPE conference, like a good bottle of wine, has a flavor all its own; aged by time, colored by space, and laced with anticipation, excitement, and maybe a little magic. The taste is different to each palate, but the appeal is universal and recognizable, if a bit undefinable.

AHSSPPE '83 has been selected and served with traditional care. It is woven into the history of our association now and has joined the ranks of conferences past. The next edition of the *Bulletin* will feature an in-depth report on the conference but until then let us appreciate and savor, for a little while longer, the flavor that was Oakland.

Perhaps it is within this savoring that we create the color and taste of anticipation as our thoughts turn ahead to the fine wine that surely awaits us at the table of AHSSPPE '84. Meanwhile here's to '83—a vintage conference, indeed.

Oakland-Hilton, Site of AHSSPPE '83

Photographs by Ann Terrell

Members of AHSSPPE '83 planning committee. From left to right, Susan O'Hara, Conference Chair; Ward Newmeyer; Sharon Bonney, President; Debra Sampson; and Nancy Seyden. Not pictured: Jan Huss, Jane Jarrow, Jack Jason, Denise Killpack, Janet Rachel, Patricia Romero, Dorothy Stump, and Anthony Tusler.

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LOOKING AHEAD: AHSSPPE '84

Donna Phillips, Conference Coordinator, University of Missouri, 126 Gentry Hall, Columbia, MO 65211. 314-882-3839.

The AHSSPPE 1984 Conference Planning Committee would like to invite any interested members to participate in one of the most important aspects of the Association—planning a conference. Members are needed to chair and serve on committees for the many and varied aspects of the 1984 Conference in Kansas City.

Each conference planning committee has structured responsibilities a little bit differently, based on resources, member involvement, location, and other factors. The 1984 Committee has divided the responsibilities into three major areas: Program, Administration, and Special Events. There are six or more subcommittees under each of these major areas. For example, Exhibits, Tours, Banquets, and Films are a few of the subcommittees under Special Events.

The core planning committee members are Donna Phillips (Program) at the University of Missouri-Columbia, JoAnne Bodner and Ed Franklin (Administration) at Johnson County Community College in Kansas City, and Linda DeMarais (Special Events) at Kansas City, Kansas Community College. If you'd like to volunteer to serve on a committee, please contact any of the above people and we'll put you to work!

[Editor's note: Upcoming editions of the *Bulletin* will feature progress reports on AHSSPPE '84.]

COMPUTER TRAINING

The National Rehabilitation Information Center (NARIC) has been offering a series of workshops designed to train rehabilitation professionals to use the ABLEDATA system of rehab product information. The system has over 6,000 entries containing information on products developed for use in personal care, home managment, vocational and educational aids, mobility, communication, ambulation and sensory aids, transportation, and recreation. The purpose of the training workshops is to teach professionals the skills necessary to search the system.

Next session: October, 1983
Where: Washington, DC
Cost: $200
Contact: Marion Hall, ABLEDATA Systems Manager
NARIC, 4407 Eight Street, N.E.
Washington, DC 20017 202-635-6090

legal and legislative news

Charles Sabatier, Assistant Director, Office of Handicapped Affairs, 1 Ashburton Place, Boston, MA 02107. 617-727-7440.

THE ADMINISTRATION

A 1983 pamphlet distributed by the American Civil Liberties Union tells us that "guarantees of liberty are not self-enforcing. No law is. Those with power, or in power, are forever trying to undermine the rights of individuals and groups who lack the political influence, the numerical strength or the money to secure their birthright of freedom." These words and the sentiments they convey have never been more relevant than they are today, with respect to the disabled civil rights movement. We are witnessing, almost on a daily basis, insidious backdoor approaches to deny us equal citizenship. A few examples follow.

1. Within the first few days of the Reagan Administration, we learned that all Section 504 regulations were to be reviewed and that the Department of Justice (DOJ) was in the process of drafting revisions. Through leaked copies, we learned that the Administration was seriously considering such things as (a) removing "emotional illness" from the definition of "mental impairment"; (b) relieving federal recipients from the responsibility of making new construction accessible if *the recipient* determined that the structure or a portion thereof was not intended for use by physically handicapped persons; and (c) all references to the right to "equal opportunity" would have been changed to "substantially equal opportunity." Although "substantially equal opportunity" wasn't defined, it's clear that whatever was meant by this term wasn't intended to broaden anyone's rights or to upgrade the quality of their lives. Perhaps the DOJ should review and rewrite its name to something more appropriate, i.e., Department of Restrictions, Department of Isolationists, or perhaps best of all, Department of Injustice.
2. When an appeals court in Washington D.C., invalidated the Department of Transportation's Section 504 regulations in *American Public Transit Association et al. v. Lewis*, the Administration's position was one of acquiescence—even though the former Administration had successfully defended these regulations. This was the case that sealed the seedy partnership between the judicial and administrative branches of government in their attempt to "undermine the rights of (disabled) individuals and groups...."
3. Recently, in a letter to the Executive Director of the Disability Rights Center, Inc., in Washington, Vice-President Bush attempted to explain why the Administration was no longer attempting to rewrite the '504' regulations. In part the letter says, "the courts are currently pro-

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viding useful guidance and can be expected to do so in the future." Obvious examples of this "useful guidance" are the *Trageser, Davis,* and *APTA* decisions all of which restrict in one way or another the civil rights of disabled people.

4. In circumstances where an appeals court has not made a negative decision, but has the opportunity to do so by means of having a case before it, the Administration's "insidious backdoor approach" is to have the Attorney General's office write a friend-of-the-court brief. The latest example is Assistant Attorney General William Bradford Reynolds' "friendly" brief asking the 11th Circuit Court of Appeals to overturn a lower court's interpretation of Section 504, allowing a "disabled student's entitlement to summer schooling." Whether or not the 11th Circuit Court takes the Administration's advice will make for interesting reading in the future, but what should presently concern those of us interested in retaining equal opportunity for disabled people is the mean, vicious and vigorous manner in which the Administration is going all out in its attempt to destroy the rights of 36 million disabled people in this country.

Senator Edward Kennedy has said, "Human rights are not conditional, and any commitment to a conditional human right is not commitment at all." We cannot allow our rights as human beings to be further limited. Any more of this type of restriction and we'll have no rights at all.

IN THE COURTS

The Spring, 1983, *Bulletin* reported that *LeStrange v. Consolidated Rail Corporation* was a "case that bears watching." While this is true, I would like to point out that the Court did not, as you report, reject "the previous findings of the *Trageser* case, which stated that a person alleging employment discrimination could not sue an employer unless providing employment is a primary objective of the federal aid received by that employer." In fact, the Court in *LeStrange* agreed with and relied on *Trageser*. What differentiates *LeStrange* from *Trageser* is that the Court, in *LeStrange,* decided that a private right of action may exist under Section 504 of the Rehabilitation Act of 1973 because the defendent listed as one of its goals, with which it is required to comply in order to continue receiving federal assistance, "the minimization of job losses and associated increases in unemployment and community benefit costs in areas in the region presently served by rail service." In so far as one of its stated goals was "the minimization of job losses," the Court obviously felt that a primary objective of the defendant's federal aid was to provide employment, thus allowing the private right of action.

Unfortunately, more courts than not have ruled that Section 504 confers a private right of action in employment discrimination cases only where a primary objective of the federal assistance is to provide employment. This is because the language of Section 120(a) of the Rehabilitation Act Amendments of 1978 provides that "the remedies, procedures, and rights set forth in Title VI of the Civil Rights Act of 1964 shall be available" to persons aggrieved because of Section 504 violations. Title VI, which prohibits racial discrimination in programs receiving federal financial assistance, covers employment discrimination only "(1) where a primary objective of federal financial assistance is to provide employment, or (2) when the recipient's employment discrimination results in discrimination against the ultimate beneficiaries of the program receiving federal financial assistance." While neither of these factors were present in *Trageser*, the first was apparently evident to the Court in *LeStrange*. (For a short but thorough analysis of the Department of Justice view on this issue, see *Federal Register*, Vol. 44, No. 185, Friday, September 21, 1979, Proposed Rules.)

Another substantial issue facing us on the judicial front is that judicial decisions construing "reasonable accommodation" disclose the uncertain boundary separating the duty to accommodate from the limitation of "undue hardship." Although the courts have shown a willingness to acknowledge the reciprocal nature of these regulatory provisions, their inconsistent decision making has added more to the confusion than to the clarification of these concepts.

WORK INCENTIVE LEGISLATION—551

Janet Rachel, Disabled Students Program, UC-Berkeley, 2515 Channing Way, Berkeley, CA 94720. 415-642-0518.

In 1980 a pilot program was initiated in the Social Security Administration, Section 201 (d) of the Social Security Amendments of 1980, 1619 (a) and (b). This program provides a Special Benefits Status for SSI recipients who are severely disabled, allowing them to work and continue to receive cash and Medicaid benefits (and, in those states that provide it, attendant care benefits) until their earnings are high enough to cover their basic living and medical needs. Prior to the enactment of this program, recipients were cut off from financial and medical benefits once they were earning a certain amount (presently $300 per month) and performing "Substantial Gainful Activity" after 9 months of working.

The pilot program expires December 31, 1983. Unless legislation intervenes, the policies will revert to this prior situation, causing great work disincentives. HR 3074, introduced by Congressman Stark (Calif.), includes provisions to make the Special Benefits Status permanent regulation. This bill will be reviewed soon by the Ways and Means Committee, the Public Assistance and Unemployment Compensation Subcommittee, and the Social Security Subcommittee. Another bill, HR 2354 (Ford, Tenn.), also provides for permanent adoption of the Special Benefit Status. Passage of this legislation will provide better work insentives and alleviate a lot of students' fear upon graduation and job seeking.

Congressman Jake Pickle, Chairman of the Social Security Subcommittee, and your local congressperson would be interested to hear your opinions on these bills.

[Editor's note: For more information, you may contact Janet Rachel at the above address.]

Developing Competence and Autonomy for Disabled Students

Janet K. Huss *is the Coordinator of Handicapped Student Services at Iowa State University, Ames, Iowa. She is a charter member of AHSSPPE and has served in several leadership positions within the organization since its inception.*

Student development theory is often used as a philosophical base for student services. The concepts of autonomy and competence are useful in the delivery of services for disabled students as well as the general student population. The following article addresses the philosophical base and rationale for the concepts of autonomy and competence as well as providing factual concrete strategies and suggestions for service delivery based upon these concepts.

INTRODUCTION

The last 7 years have been a period of growth for the establishment of services for disabled students in colleges and universities. With the disabled civil rights movement gaining momentum with the issuance of Section 504 of the Rehabilitation Act of 1973, efforts were increased to provide program accessibility. While brick and mortar projects have been accomplished, the attention of student affairs personnel now turns to the larger responsibility of providing opportunities that maximize the successful development of a population of students who have not traditionally been considered. To what body of knowledge do we turn?

This author proposes that student development theory can provide a base for student services for the disabled population. Chickering's (1975) vectors of developing competence and autonomy will be used to demonstrate this premise. Competence and autonomy have been chosen because there are areas where persons with physical disabilities were historically not allowed to develop due to the stereotyping and misconceptions of able-bodied persons. Lex Frieden (1981) describes this phenomenon.

> When we examine the status of disabled people, and particularly when we look back into the past, we discover certain attitudes and practices predicated on beliefs which are contradictory to those of independence and freedom. We find that we, as disabled people, have been thought of and treated as helpless children. We have been sheltered, protected, and patronized. We have seldom been given an opportunity to speak on our own behalves. We have been segregated, and we have been institutionalized. We have been discrimi-

> nated against, both intentionally and unintentionally, and we have been deprived of certain rights.

Using Chickering's vectors of competence and autonomy, the discussion of the issues for disabled college students in these areas will be followed by a discussion of the implications for student services.

MISCONCEPTIONS AND STEREOTYPES

In order to understand the issues of developing competence and autonomy for disabled students, a knowledge of the myths and stereotypes is necessary. While the following discussion is not an exhaustive list, it will highlight some attitudinal barriers that retard growth in competence and autonomy for disabled persons.

Physical Limitations Equal Mental Limitations

While the spread effect was used by Beatrice White to describe the tendency of able-bodied persons to see the disabled person as the disability or to have the disability "spread over the entire body" (Nathanson, 1979), this same type of spread includes mental limitations as well. An unfortunate consequence is that persons with physical limitations are perceived as *less* competent and thus are not challenged or held accountable for the same level of performance as their nondisabled peers.

Disabled Persons Are Passive and Need Assistance In All Areas

This perception puts disabled people in the role of always having someone do something for them. This myth encourages able-bodied persons to take greater control over the disabled person's life than is necessary. Behaviors resulting from this belief may increase the disabled person's sense of helplessness and despair (Nathanson, 1979).

Disabled Persons Are Fragile—Bodily and Emotionally

When people are viewed as fragile, then they are unable to cope with the realities of life. They will be unable to handle anger, criticism, or failure. Interactions with disabled persons will take patience, and the able-bodied person will need to extend great amounts of love for the disabled person needs so much more (Toggie & Dahlberg, 1980). The result is patronization.

Disabled Persons Are To Be Pitied

When one focuses on the disability, the common feeling to emerge is pity. However, when the focus is on the person, then more often the abilities, personality, and character of the individual are seen. Usually, the latter view overshadows the disability and other feelings such as curiosity, love, or dislike emerge—those we experience with any person we meet (Nathanson, 1979).

Disabled Persons Are Asexual

A more common myth about disabilities does not exist. The message about asexuality can be given overtly or subtly, as illustrated in the following comments:

> Part of learning how to be "handicapped" is learning that disabled people are supposed to be asexual. They are supposed to care more about rehabilitation and vocational objectives than about dating. They are supposed to be "realistic" about their marriage and children. Sometimes the prejudice about asexuality is blatant and outrageous. A beautiful woman who used to attend University of Massachusetts in a wheelchair was in a seminar when a female student walked out. The teacher said, "Now that all the women are out of the room, we can discuss...." Sometimes the message of asexuality is expressed more subtly, in the embarrassment of abled-bodied people, their reluctance to touch disabled people as if their skin is fragile or contagious. (Schein, 1980, p. 55)

Keeping these myths/stereotypes in mind assists student service personnel to continually question their reasons for suggesting certain strategies and programs.

COMPETENCE

Chickering (1975) discusses competence in three areas: intellectual competence, physical and manual competence, and interpersonal competence. As growth in these three areas occurs, he postulates that a sense of competency is the result.

In his testing/retesting of intellectual competency, Chickering notes a growth during the college years in general information, general intelligence, and critical thinking. The greatest amount of growth, Chickering notes, is in the first 2 years, with the greatest growth documented in the freshman year. He goes on to state that increased intellectual competence assumes significance for other dimensions of development—clarification of identity, sense of autonomy and self-direction, and clarification of purpose.

In developing intellectual competence, students are dealing with acquisition of knowledge and the ability to think critically, i.e. to analyze, synthesize, evaluate, and create (Widick, Parker, & Knefelkamp, 1978).

For the student with a physical disability, the reason for attending college is embodied in the need to gain intellectual competence—a "luxury" only recently extended to the majority of disabled instead of the select few (Adkins, 1977). Within the vector of competence, disabled students must face the question of how to acquire knowledge when their physical limitations prevent them from doing so in the traditional manner. Thus, a disabled student first develops an alternative method of functioning in the academic classroom before beginning to further develop the elements described earlier.

While the modifications will be different for each individual because of their functional abilities, examples for different disabilities are appropriate to understand how students acquire knowledge. A blind student is unable to take notes without the use of a stylus and braille paper. While "normal" students are writing noiselessly, the tap-tapping of the stylus indicates the blind student's attention to the classrom content. If the blind student does not use braille, then a tape recorder might be the alternative chosen.

Printed materials are often handed out during lecture or recitation/discussion classes. While the blind student will need this material for studying later (through the use of a reader), the manner in which the material is presented for class discussion would need to be modified. Referring to a chart or giving the class time to read the materials would not allow the blind student to acquire the information needed. Blind or visually impaired students need auditory methods for overhead projection of visuals or chalkboard diagrams to acquire knowledge (Smith, 1980).

For the deaf student, the issue of acquisition of the material is more complex. Since most material in most classrooms is presented largely by verbal communication by the instructor and the students in the class, the deaf student needs to use either an interpreter or lip reading. The deaf student cannot take notes while concentrating on either the speaker's lips or the interpreter and thus needs to develop a note-taking system. Notes may be taken by a student in the class using carbon paper, or a person may be hired by the student to take notes during the lecture. At times, the professor will ask that the teaching assistant take notes and have them available for the entire class to use to augment their own notes.

The student with a mobiity impairment may need to also have someone take notes or use a tape recorder if he or she is unable to write fast enough or would have to use so much energy taking notes that it is not worth doing so. Like the deaf student, concentrating on the materials being presented and identifying other means of obtaining notes from the class is more productive in attaining the knowledge being imparted.

Other modifications might be necessary for the mobility impaired student to acquire the necessary knowledge. The most frequent is to ensure accessibility to the classroom and educational experiences planned for the particular class. Not only does the student using the wheelchair need to enter the building, but to move around the individual classroom, have adequate space to use tables or laboratory stations if necessary, and observe or take part in the experiential aspects of a class when they are offered.

These are only examples of the modifications used by students with various disabilities. The common element is that the students need to identify and master the skills that allow them to initially acquire the information necessary to develop intellectual competence.

Physical and manual competence is another aspect of this vector. Chickering (1975) discusses how competition in athletics, involvement in the arts, and experience with crafts all foster the development of competence. He also found a positive corollary to the development of intellectual competence as physical and manual competence increased. He observes that the concreteness of achievement of a finished product or completion of a goal has an influence on the intellect.

If a service provider accepts the passive myth, the area of developing physical competence would not be expected to be a concern to the person with a disability. However, the necessity for opportunities to develop in this area are as important to the disabled population as the nondisabled. Competitive experiences are available through such organizations as the National Wheelchair Basketball Associations, United States Association for Blind Athletes, American Athletic Association for the Deaf, and the Committee on Recreation and Leisure through the President's Committee on Employment of the Handicapped. These groups govern rules, guidelines, equipment modifications, and competitive events across the country for disabled athletes (Peck, 1977).

Access is again an issue, as well as the flexibility to use alternative methods of functioning for the disabled student. The importance of development in this area is summarized by Peck:

> The students who engage in physical education and intramural programs will benefit by being physically able to cope with the demands of academic studies. Having enough strength to manipulate academic materials and having the knoweldge of adaptations to manipulate his environment are additional benefits. Students will be more mentally alert and have the knowledge and necessary skills to enter into leisure time activities confidently. Lastly, they will be recognized for their physical abilities in a society which values sports ability as an acceptable means of integration. (1977, p. 39)

In order to participate, disabled students must have access to gym and physical education facilities, have the cooperation of faculty to identify appropriate means of participation, and have the institution recognize the need to have alternate forms of recreation and physical involvement available.

Interpersonal competence is the third area that Chickering (1975) addresses. He describes the characteristics of interpersonal competence as being able to listen as well as talk, follow as well as lead, understand the concerns and motives of others, vary one's role in response to requirements of the varying conditions in which one finds oneself, and avoid excessive imposition of one's own viewpoint on another.

Interpersonal competence involves tasks that may be more complex for the disabled student than the nondisabled since they usually begin behind their nondisabled counterparts. Even disabled students who were integrated at the elementary and secondary level because they remained in the home and community have not had as many social experiences, usually because they are overprotected by parents. Williams and Corin

(1981) point out that "traditionally disabled youngsters were protected from social rejections by not being encouraged to socialize."

Social isolation results for different reasons for persons with different disabilities. The disability for which this problem is not easily dispelled is the isolation of deaf people due to their inability to communicate with their hearing peers. Although the deaf student may have had an active social life within the deaf community, the student may not have this opportunity while on campus. Because so many social skills are acquired through informally hearing them, the deaf student may not know how to get to know hearing people. It is not unusual for deaf adults to be ignorant in elementary skills such as making small talk or "shooting the breeze" with hearing people (Gallaudet College, 1979).

For other disabilities, the stigma attatched to various coping skills used to manipulate the environment may result in social isolationism. Examples are discomfort felt in eating with a blind person who checks out levels of liquid in a cup by feeling, or the inability of a person using a quad chair to "blend into the crowd."

Interestingly, one research study showed that while physically handicapped students sense that others on the college campus view them negatively, the responses about themselves in the areas of mental abilities, some sexual needs, equality of grading practices, and intermarriage were positive. When the nonhandicapped student responses toward the disabled students were analyzed in these same areas, the data showed that, while as individuals they responded positively, they perceive negative attitudes on the part of their peers. Clearly, nonhandicapped students see a problem, but they do not perceive themselves as part of the problem (Babbitt, Burbach, & Intcovich, 1979). With this perception, able-bodied students will probably not feel very comfortable interacting with disabled students.

In the vector of developing competence, the cumulative effect of intellectual, physical, and interpersonal growth is a sense of competence. The ability to solve or cope with life's problems and to maintain an equilibrium in the face of obstacles impowers the students to manage their own lives.

For the disabled student, this sense of competence is extremely important. Disabled students report:

> Speaking as a disabled person....In college, we not only prepare for our lifetime vocations, but we truly discover ourselves. We mature greatly during this time, taking on the responsibility for our actions, thoughts, and feelings. We learn for ourselves the value of self-control, self-discipline, and many other virtues that one needs to make it as a self-sufficient person. Higher education is a training ground for life. (Adkins, 1977, p. 180).

> I had to learn how to live alone with a disability. I mean literally! It is one thing to learn self-care in a hospital setting and quite another to get out there and experience it. I knew that if I fell on the floor at the hospital, while making a transfer, that someone would eventually

> come by and help me if I needed it. But at home if I fell, I could stay there forever because I didn't even know my neighbors and if I couldn't reach the phone, people would just think that I wasn't home. One time, I got into the bath tub and couldn't get out. I struggled for nearly an hour and almost panicked. But within 6 weeks, I felt fairly comfortable with doing household chores and general upkeep and began to feel a sense of personal independence. (Adams, 1980, p. 31).

AUTONOMY

Closely linked to this sense of competence is that of independence or autonomy for the disabled students. Chickering (1975) discusses autonomy at two levels: emotional and instrumental.

Emotional autonomy for Chickering is for the student to be free from continual and pressing needs for reassurance, affection, or approval. The first step in this process is disengagement from parents. The second aspect of developing emotional autonomy is a reduced dependence on peer group approval, and the third is reduced dependence on institutional forms. As emotional autonomy is developed, there is an increased openness on the part of the individual to the range of alternatives available.

Instrumental autonomy develops as the student is able to carry on activities and cope with problems that arise without seeking help. In addition, the ability to be mobile in relation to the student's own needs and desires is a part of developing instrumental autonomy.

Finally, Chickering discusses the role of interdependence as one develops autonomy during the college years. He says,

> For college students this mature dependence means recognizing that one cannot dispense with his parents except at the price of continuing pain for all; that one cannot comfortably accept continuing support without working for it; that one cannot receive benefits from a social structure without contributing to that structure; that loving and being loved are necessarily complementary. As interdependencies are recognized, boundaries of personal choice become more clear. (1975, p. 74)

For disabled students, the developing of autonomy and a sense of competence are important areas of development. While most college students deal with moving away from family, changing to an environment where one is expected to plan and carry out his or her own activities, and developing successful methods in acquiring new knowledge and information, there are additional tasks for disabled students. They must learn to express individual needs that others may not understand, to arrange for the necessary assistance (i.e., readers, attendants, notetakers, or interpreters), and to deal with various funding agencies and their requirements (Hummel, 1981).

Yet, it has been pointed out that disabled persons have historically been treated as children and placed in situations where dependence was fostered and valued rather than the development of independence. As one disabled student explains,

> The year following my injury was spent in an institution called "Crippled Children' Hospital." It was a live-in institution providing the only available facilities for physical therapy. This latter factor provided me my only experience with extended institutionalization. I found it to be the worst living situation I've ever encountered. Except for the hospitalization and rehabilitation period directly following injury, I can see only harm for all involved if this solution is sought past the rehabilitation stage, excepting cases for which there is no practical alternative. When management of one's life is given completely over to others, dependence becomes not only a way of life, but a state of mind and the role of an invalid becomes difficult to escape. However professional the supervised care given, I have never been so often ill, nor surrounded by illness as at that time. The possibilities for a productive and fulfilled existence in such a setting are unlikely to say the least. (Grauer, 1980, p. 39)

In addition, overprotection by parents and secondary schools is more prevalent for disabled students than nondisabled , making the task of developing autonomy one of breaking the cycle of dependence first before working on patterns of independence (Watson, 1977).

An important issue for students with mobility impairments is how to deal with attendent care. Intrusions into our daily routines can be distressing and unnerving. When this intrusion is necessary on a routine basis, the personal care of one's body can threaten the individual's freedom. Yet, paid attendants are a necessary intrusion into one's private life if the disabled person wishes to have control (O'Hara, 1980). Identifying the needs for physical dependence and ways to avoid psychological dependence at the same time are important tasks for the disabled student requiring assistance through attendant care.

Accessible transportation becomes an issue in developing instrumental autonomy. For many disabled persons, moving freely from one point to another requires the use of public transportation or a driver. When one's ability to move freely in the community is attained, a greater sense of competency arises from this freedom of movement (Bonney, 1977).

The importance of accessible transportation is reflected in this disabled student's remarks.

> A few months ago, the Massachusetts Bay Transit Authority threatened to cut off evening transportation for its disabled riders. BCIL and the Disabled Student Center helped organize a large turnout at a public hearing to protest the cutback. More than 125 disabled people came to speak out and protest. It was the largest turnout ever at a transportation hearing and as a result, the proposed cutbacks were reconsidered and the evening program is still intact. (Dolan, 1981, p. 192)

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IMPLICATIONS FOR STUDENT SERVICES

The development of competency and autonomy for disabled students has many implications for student services, particularly the unit responsible for coordinating services for this population. The basic philosophy underlying the institution's response to providing an accessible, profitable, and successful educational experience is one that fosters independence rather than dependence. Kloepping (1977) points out that this is a fine line to walk. It is difficult to provide services that result in maximum student growth and meet realistic student needs without creating a sheltered environment that fosters dependence. It is this author's opinion that a decentralized approach to providing services encourages autonomy and building of competence on the part of students by providing a natural check to doing too much for the student directly.

There are several programmatic implications to provide opportunities for development of competence in all three areas as well as independence. Attitudinal barriers developed by able-bodied students and faculty result in behaviors that foster dependence and a sense of helplessness on the part of disabled students. By educating the university community about the stereotypes and myths discussed earlier, the interaction with the disabled student will be more likely to foster a sense of competency (Blosser, 1981).

Involving the disabled students in this process of educating the campus community will also increase their sense of competence. Always having someone else speak for you is an extension of the overprotective parent syndrome. The leadership skills, assertiveness skills, and social interaction that are an outgrowth of working together in the planning and implementation of a campus awareness week or an on-going program of faculty inservice training encourage disabled students to develop competence and autonomy (Huss & Reynolds, 1980).

All areas of the curriculum need to be accessible, including physical education and the hard sciences. While these two areas have historically been overlooked due to the assumptions that these were areas where disabled students could not function successfully, practices and programs that dispel this myth have received attention in the last several years. The American Association for the Advancement of Science has sponsored a project, *Opportunities In Science*, to encourage and support disabled persons in the scientific fields. The information available from this project—including lists of disabled scientists across the nation—has assisted many science departments in casting off their sterotypes and accepting disabled students into their curricula (Redden, Davis, & Brown, 1979).

In addition, building liaisons with areas on campus that provide academic support services may by necessary for disabled students to build intellectual competence. With the increase of awareness on the part of disabled students and their parents of the accessibility of postsecondary education, more than the "cream of the disabled crop" are entering college. As a result, just as is true for the abled-bodied population, tutorial assistance and basic skills or remedial work may be necessary (Blosser, 1981). Providing this service through the channels already open to able-bodied students decreases the spread effect—physical disability equals mental disability.

Programming to teach, reinforce, and support independent living skills will also further competency and autonomy. Providing role-play experiences and reinforcement in the basic skills of hiring and training personal attendants will assist the students in developing instrumental autonomy and a sense of competency in managing their own affairs. To screen, train, and assign attendants takes away from the student the control over their own bodies. The same principle applies to providing readers for the blind or note-takers/test-writers for the mobility impaired (Callas, 1981).

Advocating for accessible transportation becomes important to enable the disabled student to develop independence and to develop social competence. A corollary is having accessible group living as well as apartment style living. Too often, the assumption is made that if students can get to class, their needs are met. However, unless the students are able to interact with other students, social development may be retarded and affect their sense of competence in the classroom. Being able to move somewhat freely throughout the environment—especially if housing is not available—is essential for the disabled student to grow socially and intellectually.

Strategies in developing competence in the intellectual, social, and physical realms as well as independence need to be addressed. Disabled students report that college is a means of developing an "independent lifestyle" but cite personal/psychological fears and lack of self-confidence as the major obstacles encountered (Penn & Dudley, 1980).

One strategy to consider might include modeling by older students with the entering freshmen. This modeling could be a part of a precollege summer experience to include skill training for independence in personal needs areas, assertiveness training, and general transition information for disabled students (Rice, 1977).

Programming for peer support through a resource center, disabled student group, or through planning awareness activities may also be used (Kloepping, 1977). A disabled student discusses the positive aspects of a disabled students resource center.

> *Role models:* (I met) people with a wide range of disabilities involved in school, sports, community work, and others like myself caught in a limbo state.
>
> *Risk taking:* ...Knowing that I had a support network that I could count on allowed me and in some instances made me take risks that helped in my personal development.
>
> *Self-image:* The most important thing I found at the Disabled Student Center was myself. Because of my interaction with other disabled people I was able to reassess my own values and stereotypical view of the disabled, and allowed me to focus on myself as a person rather than a disability. (Pollard, 1981, p. 110)

Most of these programming efforts can be accomplished through collaboration with units within the institution addressing the developmental issues for all students.

Conclusion

The development of competence and autonomy are important issues for disabled college students. For a population that has historically been treated as incapable of succeeding or even managing their own lives, providing opportunities to develop competence in the classroom with their peers in a social setting and in maximizing their physical abilities is essential. To provide services to increase the disabled students' sense of and actual independence is a goal that can empower a segment of our population whose resources have been largely ignored in the past. Tapping this valuable resource benefits us all.

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looking for help

Readers who would like to engage the assistance of others concerning campus problems, research studies, or other activities are encouraged to submit a brief abstract stating their request to the Editor, attention: Looking For Help.

COURSE MODIFICATION

The University of Wisconsin-Madison's College of Letters and Science is considering modifying its foreign language requirement for learning disabled students. In order to facilitate modification, we are surveying our disabled student service colleagues at other colleges and universities to document what options have been adopted elsewhere. Therefore, we would greatly appreciate the following information about your institution.

1. What is the usual requirement for your undergraduates?
2. Is this requirement modified for learning disabled students? In what way? How long has this system been in place? How many students use the modified requirement?
3. How and by whom is eligibility for the modified requirment determined?
4. Is the language requirement modified for students with other disabilities (e.g., students with hearing impairments)?

Contact: Nancy Smith
77 Bascom Hall
500 Lincoln Drive
Madison, WI 53706 608-263-2741

LEARNING ASSISTANCE CENTERS

Nancy Clay at Bridgewater State College, Bridgewater, Massachusetts, would like to hear from anyone who has had experience in establishing Learning Assistance Centers for learning disabled students. Any recommendations or suggestions concerning such a project would be greatly appreciated. If interested, contact:

Nancy A. Clay
Veterans/Handicapped Student Services
Boyden Hall
Bridgewater State College
Bridgewater, MA 02324 (617) 697-1208

STUDENT INTERNS WANTED

The New York City Department of Health is seeking handicapped college students for research internships in the health sciences. Dr. Marvin Gewirtz, Director of the Health Resource Training Program, has indicated a preference in working with students who have a background or interest in public health, but states that he has trained students with a variety of backgrounds. Interns will receive a stipend of $4.50/hour. (No housing accommodations are provided.) For more information contact:

Dr. Marvin Gewirtz, M.D.
Director, Health Resource Training Program
40 Worth Street
New York, NY 10013 212-566-6992

resources

AUXILIARY AIDS

The *Tactile Communicator* is a small receiver, carried or worn by the user, and a transmitter, the size of a clock radio, installed permanently in a house or dorm. It has five channels that can be wired for five different sounds, such as fire alarms, doorbells, etc. The receiver vibrates upon signals from the transmitter; the vibration can be felt by a person within 300 feet from the transmitter. Price: $300. For more information contact:

Gert Queen
Helen Keller Nation Center Librarian
11 Middle Neck Road
Sands Point, NY 11050

The *VOXCOM Talking Kit* for the visually impaired is a small, self-contained unit that records and plays back talking labels, file cards, records, and instructions. It is designed for use by people who do not read braille and can no longer read large print. For more information, contact:

VOXCOM
100 Clover Gran
Peach Tree City, GA 30269

COUNSELING

Enhancing Interpersonal Skills: A Workbook for Disabled College Students features activities that disabled individuals can undertake to enhance their interactions in social, school, and employment situations. It covers the following skills: Active Listening, Expressing Ideas, Expressing Feelings, Handling Questions, Starting Conversations, Using Feedback, Asserting Yourself, Resolving Conflicts, How to Interview, and Handling Work Situations. Price $15.00. For ordering information, contact:

Dr. David Katz
CASE Institute for Research and Development
Graduate School and University Center
Room 1430
CUNY at 33 West 42nd Street
New York, NY 10036
212-221-3895
(Refer to Report #CASE 13-81)

GENERAL RESOURCES

The Project on the Handicapped in Science is updating its *Resource Directory of Handicapped Scientists*. Information provided in the Directory can be used to identify disabled scientists who are willing to function as advisers, counselors, and role models. Contact:

Project on the Handicapped in Science
AAAS, 1776 Mass Avenue, N.W.
Washington, DC 20036 202-467-4497 (voice/TTY)

Disabled scientists, engineers, and science students who would like to be listed in the Directory should contact the Project at the above address.

A National Data Bank for Disabled Student Services is available to provide statistics pertaining to current level of services, staffing, and budgets from participating institutions across the country. In addition, comparisons can be made based on such factors as size of institutions, numbers of disabled students, size of staff, and amount of budget. According to Dr. William Scales, University of Maryland, "The data bank operates much like the bank where you maintain your checking account. That is, in order to take some out, you first must put some in."

For more information on how to tap into the data bank, contact Dr. Scales at Disabled Student Services, Shoemaker Hall, University of Maryland, College Park, MD 20742.

EMPLOYMENT

Reasonable Accommodation Handbook, written by Frank Bowe for the Bell System, presents products, services, and approaches available for employees with limitations. He discusses the concept of reasonable accommodation, presents a listing of the types of accommodations that can be made, and includes a review of legal and regulatory requirements to which employees are subject. Over 168 products are listed, including pictures, cost, suppliers, function, advantages, disadvantages, and Bell System experience. Price: $37.50. (Sales from the publication will aid in supporting the Center's programs and activities.) For ordering information, contact:

National Center for a Barrier Free Environment
Suite 700
1015 Fifteenth Street NW
Washington, DC 20005

RECOMMENDED READING

"Being Black and Disabled: A Pilot Study," by Alyce Earl Jenkins and Oris Carter Amos, *Journal of Rehabilitation*, 1983, *49*(2).

The authors report on the results of a questionnaire survey sent to a group of black college students. They sought to discover if being black and disabled resulted in a double handicap through questions about participant's families, relationships, school experiences, and feelings about self.

"An Innovative Approach to Career Development of Disabled College Students," by Thomas L. Evenson and Merry L. Evenson, *Journal of Rehabilitation*, 1983, *49*(2).

The authors report on the development of an experimental college course designed to allow students the time necessary to explore, clarify, and act upon career-related concerns. In addition to the course content available in general career development courses, the authors included a laboratory component intended to provide a nonthreatening environment for students to discuss concerns specifically related to their disabilities and to discuss the effects of a disability on their career plans. The course was a pilot project of the Texas Rehabilitation Commission, North Texas State University, and the Center for Rehabilitation Studies.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome.

MEMBERSHIP CATEGORIES

Active Professional

Any persons actively working to enhance post-secondary educational opportunities for handicapped students. An Active Professional is eligible to vote and to hold office. Annual dues: $40.

Affiliate

Any individual supporting the purposes, goals, and objectives of this Association and choosing to make their own contributions in less visible or time-demanding roles. Affiliate Members may have voice but may not vote or hold office. Annual dues: $30.

Student

Any person enrolled in a post-secondary education program. A Student Member may have voice, vote, and hold office. Annual dues: $15.

Institutional

Any organization or institution of higher education; each member institution is entitled to appoint one individual who shall be an Active Professional Member, with all rights and privileges thereof. The member institution may appoint additional individuals to Active Professional membership in the Association at a reduced rate. Annual dues: $100; $15 for each additional member.

Make checks payable in U.S. funds to AHSSPPE and send to AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

Liz Neault, Editor
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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

AHSSPPE
Bulletin of the Association on Handicapped Student
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president's message

The National Conference is over but the cheers and bravos continue. My personal thanks and gratitude go to Susan O'Hara, Conference Coordinator, for engineering the best attended and most diverse conference ever. Susan's personal touch was evident in the attention to access for disabled attendees, including the runners to assist with doors and phones. She pulled together a superb Planning Committee, all of whom worked very hard in their respective areas. Thanks to the Planning Committee, and especially to Susan, for undertaking the hardest job AHSSPPE has to offer and for meeting that challenge with a top-notch performance.

Another long-awaited goal of AHSSPPE is soon to be realized—the establishment of a national office to be located on the campus of The Ohio State University. Not only will AHSSPPE have an address, office equipment, and a place to call "home" but the Association will be able to solicit grants from private foundations which require a physical location for site visits. Members traveling around the midwest are urged to visit headquarters when it is finally open.

Every association needs direction, a focus, and goals. The current newly elected officers held a long-range planning meeting in October to define where AHSSPPE is going. Where would we like to be as an association 5 years from now? Should our committee structure be reorganized? What is AHSSPPE's focus—is it information dissemination, publications, training? Where are future support dollars going to come from and what does that do to AHSSPPE's future direction? Who does the Executive Director's office report to and what are the duties and responsibilities of that office? This may have been the first of several such discussions but it is critical that the Association evaluate itself at this stage of its development. Watch future *Bulletin* issues for progress reports on these issues.

Last year at this time, I was nervously anticipating my term as President and worrying that I could not get everything done in a year's time. Well, the year is gone, I couldn't get everything done, but I had a great time trying! The excellence and importance of the Executive Council becomes clear when jobs are delegated to Council members who respond quickly and perform the tasks well. The President could not survive without their help. Thanks to all. My thanks, also, to Al De Graff for his expanded role as President-Elect. Al assumed responsibility this year for overseeing the Special Interest groups and the regionalization study. He was the originator of the idea for the Professional Recognition Awards, given for the first time at the annual banquet. Al is an energetic, organized leader who will preside over AHSSPPE well next year.

And finally, special thanks from me to Richard Harris, who leaves the Council in October for the first time in 6 years. Rich was there when I needed him this year. His vision for AHSSPPE and his commitment to the Association to continuously move ahead have always inspired me. He moves behind the scenes, quietly urging people on to their best, giving words of encouragement, and liberally spreading praise. Rich may be leaving the Council but I'm confident he will continue to be needed and sought out by the Association.

Thanks to AHSSPPE for electing me President, giving me a year full of memories, and opening up the opportunity for me to participate in an association in which I believe strongly.

Farewell,

Sharon Bonney
President

SUPPORT GROUPS AS A MEANS OF EFFECTIVE NETWORKING

by Jane M. Thierfeld, Coordinator of Handicapped Services, Office of Student Life, University of Rhode Island.

Networking is an effective and necessary tool of the handicapped program coordinator of the 1980s. With budgets and positions continually being cut, it is essential that we look to our home base as a resource for expanding and enriching our programs. For those of us based in universities, resources may be considerable and we should develop innovative ways to tap them.

In the fall of 1982, I received several requests for information from faculty and staff members with disabled children. The requests were for information, resources, and in one case, assistance in locating a support group. As I thought about these requests, I realized that this was a population within our campus community I had been neglecting. With approximately 3000 faculty and staff on our main campus, I estimate that 150 (5%) have children with disabilities. Each of these parents has amassed specific information on their child's disability. Most have become experts on dealing with school systems out of necessity, and all are in varying stages of dealing with these disabilities—from newly acquired to adulthood and adjustment.

Being a rural campus 30 miles from a major city and its available resources, it is often necessary to offer programming at the university. With this in mind, I announced the beginning of a support group called "Dealing with Disabilities: A Parent's Point of View." I advertised widely throughout the campus and through visiting nurses, hospitals, and health organizations in the area. The group was open to anyone in the state, free of charge, and billed as "An Hour Away To Encourage You."

We held our meetings in the living room atmosphere of our university Women's Center. Babysitting was provided free of charge in the same building. Our meetings attracted 2 to 20 foster parents, single parents, and traditional parents of children with differing disabilties. We aired emotions, shared resources, and got support from these peer experts. After all, who has learned more about minimal brain damage or spinal injury than the parents of a child with one of these disabilities? And who needs this information more than a frightened parent whose child has been recently diagnosed? The shared information was practical, e.g., the best dentists or neurologists or where to buy a special toothbrush. Helen Featherstone's *A Difference in the Family* (Penguin Books, 1982) and Harold Kushner's *When Bad THings Happen to Good People* (Avon Books, 1983) were common references.

The emotions shared were genuine. Very few sessions concluded without tears and without learning. Because these parents have a wealth of information, I gained more from this group of experts than from any other educational setting in my training.

Everyone involved benefitted from this group: Disabled university students served as role models or mentors for some of the children in a big brother/big sister arrangement, mothers established hotlines and mutual coffee breaks and I have a pool of new resources for doctors, educational information, specialized programs, etc. Even the babysitter, a child development major, obtained additional experience in working with disabled children. Each meeting produced a new area for exploration and a new opportunity to expand this efficient form of networking. From the standpoint of a handicapped program coordinator, this support group has been an outstanding resource and continues to grow in its capabilities.

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays of 400 words or less may be submitted to the Editor, attention: Speak Out.*

A STUDENT SPEAKS OUT: JOURNAL OF A DEAF STUDENT TEACHER

By Rebecca Wright, Michigan State University, East Lansing, Michigan.

It was the day. The day I would be interviewed for my student teaching position. Since I never had met the person who was going to interview me, I was naturally worried and anxious.

Meeting a stranger for the first time is always a moment of high anxiety for me, but only because I am never sure what kind of speaker I am going to encounter. Will he be easy to understand? Will he have an accent? Will he have a habit of looking away while he talks? Will he smoke, bite his nails, or chew gum? Will I be able to understand the person while he is speaking?

Because of my deafness, good communication is my main concern when I meet people for the first time. I consciously try to speak slowly and clearly. Oftentimes I'll casually mention, in the course of the conversation, that I am deaf, yet I can lipread very well, and all the other person has to do is make sure he is facing me while talking to me. Generally, there are no problems after this explanation.

As a general procedure, I had submitted my four-page application for student teaching to the school. There was no way that anyone would know that I was deaf; I did not choose to mention it (and no one asked me to), because I wanted to tell my interviewer face to face about my deafness. But alas! My plan was in vain. I had to call him to set up a time for the interview, and couldn't do it personally, so before meeting me, he knew I was deaf.

After I found the English Department, I found myself sitting in a small room with my heart throbbing and my hands sweating. My interviewer strode into the room 15 minutes late.

"Hello. You must be Rebecca Wright," he brusquely says, looking irritated.

"Yes, I am." I smile and inwardly wonder why in the dickens I am here; this interview will not be easy. He's late and obviously would like to be elsewhere.

He does not waste time. His eyes scan me and he fires the first question: "How do you plan to maintain control in the classroom if you cannot hear the students?" His eyes demand an answer.

I look at this man in the eyes, smile, and reply: "That is a question many people have asked me and is also a question I have asked myself. Quite frankly, since I need to have a clear view of the students, I plan on having two or three rows arranged in a semicircle in front of me and one of my general rules will be that if a student wants to talk, he will have to raise his hand. Likewise, if they are talking and did not raise their hand, and did not get permission from me, they will be in big trouble. I do not necessarily need to hear a student talk; all I need is to see their lips move to know what they are saying."

He calmly fires round two: "Why do you want to teach in the first place?"

Oh God! I answer, "I have always enjoyed working with people, and despite my deafness, I do enjoy English and Speech so I decided to go into the field of education. All the tutoring and school experiences that I've had so far have been positive reinforcements of those beliefs. In truth, this student teaching assignment, when I am actually in the classroom for 5 hours a day, 5 days a week, for 10 weeks, will tell me whether or not I will enjoy teaching. All I can say is that I will do the best I can and if that isn't good enough, well...this is a way for me to find that out."

By this time he is leaning forward and I silently chalk up points; perhaps he is getting interested.

"Well, Rebecca, student teaching here will undoubtedly be a challenge and I must warn you that I don't hesitate when it comes to failing student teachers. I just cannot tolerate and it is beyond my beliefs to allow bad teachers within the educational system. Now Rebecca, how do you feel about that?"

I feel momentary panic. He sounds tough!

"I understand where you are coming from. As I said before, I'll do all I can do and no less than that. If it still isn't good enough, I'll find out here."

He excuses himself and leaves the room. Again, after a 15-minute wait, he re-enters the room.

"I just talked with the principal. Did you know there is an extension of this school in Lansing? It is for handicappers, and I advise you to go there and get information on how to teach in the classroom. Do you follow me?"

"Yes, I do." I dutifully answer and inside I am boiling, seething over in rage. Fool! I've had over 3 years of intensive training to be a teacher and all you can do is say to get more help?!

He continues, "So, Rebecca, if you're willing to take a chance with us, we're willing to take you here. But it won't be easy. And I'm sure that you'll have your good moments as well as your bad ones here in the classrooms."

I put on my happy mask and demurely accept the offer to student teach. I have no choice; it was the only school in Jackson that accepted my application and so I have to take what I can get.

The interview was over an hour long. I had to use my interviewing time to explain and put the interviewer at ease about my capabilities in the classroom. He wanted to know and be assured that I indeed would be able to control and maintain classrooms crowded with students. There are many teachers I know who are not deaf and yet cannot control their classes. The attitude and personality that teachers convey to their students determines how well they can or cannot control their class. Deafness should not be an issue in the teaching profession.

Unfortunately, the interview did not accomplish what I had hoped it would—I did not find out who my supervising teachers were, what specifically I had to teach, and what to expect from the school system. That was my prior understanding for the purpose of the interview. Apparently the interview turned out to be a time when I had to defend myself as a teacher who happens to be deaf. All I know about my student teaching is that I begin sometime in the last week of August and that my assignment will be a bigger challenge than expected since I have first my boss to teach, and then the students to teach.

All this will take time and energy out of the classroom—precious time and energy that could be used in the classroom. But I take the whole picture in stride since I've "educated" unbelieving and skeptical adults before.

Sometimes I do wish that I didn't have to explain myself and that I would be "normal" in the sense of being able to hear, but then I wonder if I would still be the determined and aspiring young teacher that I am today?

I think not, and in the words of Helen Keller, "Life is either a daring adventure or nothing." I, for one, have chosen to make life one big adventure.

ELECTION RESULTS

In a telephone interview following the election results, three new officers shared their thoughts, hopes, and feelings about their new responsibilities.

Catherine Johns—President Elect

"I look forward to helping AHSSPPE maximize its effectiveness, particularly in terms of its recent growth, and continue to be the primary national organization to bridge the gap between the disability movement and the educational community.

"I hope I am remembered for strong leadership, committed advocacy, and an ability to negotiate compromises on really difficult issues.

"I am excited, challenged and energized about being elected."

William Scales—Secretary

"We are still a young organization, and have a lot of work to do in making ourselves known in the field of higher education.

"I hope to be remembered as the person who made a significant contribution in strengthening and improving AHSSPPE's links with other professional associations."

"I see the biggest challenge of the job in trying to provide a sound financial basis that will enable the Association to do its work.

"What do I hope people remember me for? Well, I hope they don't remember me as being the one who blew the books!"

Warren King—Treasurer

Editors note: A grateful editor extends her sincere appreciation to all three officers for their candidness, thoughtfulness, and willingness to accommodate the deadline limitations of this Bulletin *in a most flexible fashion.*

SUMMARY OF EXECUTIVE COUNCIL MEETING
July 17-18, 1983

The Executive Council, consisting of elected officers and committee chairs, met for two days prior to the AHSSPPE '83 Conference at the Oakland Airport Hilton.

The report from the Treasurer for the period January 1 through June 30, 1983, included the following income statement prior to the conference:

Total Income	$59,659.39
Total Expenses	28,009.19
Net Income	$31,650.20
Cash Balance (1/1/83)	11,413.52
Cash Balance (6/30/83)	$43,063.72

Reports were given by each of the committee chairs, the Executive Director, the '83 and '84 Conference Chairs, and the Nominations Committee.

The business conducted during the two-day conference covered a 21-point agenda. The results of discussions and motions that were passed are summarized below. Members interested in receiving the official minutes of the Executive Council meeting are welcome to request a copy from the Association secretary.

- The information and referral booklet is to be printed and sent to all paid members.
- The President was directed to pursue the issue of identifying a publicist for the Association and defining the publicist's role.
- Guidelines were approved, as drafted by the Professional Development Committee, for the endorsement of research surveys that are sent to AHSSPPE members.
- The slate of candidates presented by the Nominations Committee was approved.
- Five professional recognition awards were approved for presentation at the Conference banquet.
- A fall officers' planning meeting will be held for new officers.
- Approval was given to funding the national office to be located at the Ohio State University.
- The Executive Director position was funded at .5 FTE for the period October 1, 1983 to September 30, 1984.
- Changes to the constitution were tabled until after the fall officers' meeting.
- The President was directed to appoint an individual to pursue a marketing plan.
- Based on preliminary contacts, it was decided to further investigate affiliation with the American Council on Education.
- A minimum of 1000 copies of the '83 proceedings will be printed; up to 1500 may be printed if the budget allows.
- The number of *Bulletins* to be printed will remain at 750 until other requirements are identified in the marketing plan.
- Regular membership dues will not be raised this year. Fees will be reviewed annually to determine if the fee:cost ratio is appropriate.
- Effective upon the next printing of membership brochures, the cost of additional memberships under an institutional membership will be one-half the cost of regular professional membership ($20 at this time).
- The Association will respond through the Legislative Chairperson to the National Council on the Handicapped draft.
- The Conference Chair will be allotted $250 each year to utilize in whatever manner is deemed appropriate to assist in deferring costs or acknowledging the contributions of the Planning Committee members.
- The site for AHSSPPE '85 conference is tentatively set in Atlanta, pending further information on accessible transportation.

Submitted by Donna H. Phillips

AHSSPPE '83—THE INSIDE STORY

By Susan O'Hara, Conference Coordinator.

The Oakland conference was a "Week of Firsts."

It was the first time I was in charge of a helium tank. During Arch Lustberg's presentation, the valve on the tank was discovered to be defective. One of the valiant members of the ballroom committee jumped in my van and raced to San Francisco to get a replacement. Half-way back, the van broke down—it was either try more oil or take a cab. Oil did it and the next sound I heard was the happy hissing of the helium tank in room 1103 near the lobby of the Hilton. Three hours later, the balloons did indeed add a festive note to the banquet tables and the manager said later that he would not charge extra to untangle two sets from the chandeliers. Was that a biscuit I saw attached to one?

It was the first time I'd signed a dinner tab for $6,700. (Rock Cornish hen for 350 people from 46 states, the District of Columbia, four provinces, and Germany).

When AHSSPPE '83 was all over, I felt like I'd been under the bleachers at a championship game, with pliers and wrench, tightening the infrastructure. When 350 people are on a schedule, someone makes sure the next event happens. Room arrangers, catering chiefs, refreshment managers, media technicians, and the hard-working committee were my constant contacts during the conference.

Credit is due to the chairpersons for many firsts:

- Ward Newmeyer and Nancy Seyden for bringing us our first book sale, as well as managing the Resource Center;
- Janet Rachel, for our first full-scale area tours;
- Jane Jarrow, for managing our first computerized registration;
- Patricia Romero and Denise Killpack, for selecting and annotating a first-class roster of films and videotapes for the Media Theater;
- Dorothy Stump, for coordinating our first full-day pre-conference symposium on learning disabilities;
- Jack Jason, for arranging for a record number of door prizes as well as interpreters;
- Sarah Dunham, for setting up our first tours of a local campus (the University of California) as well as all adapted transportation;
- Linda Pagan, for arranging for our first T-shirts, the mugs and an unbelievable amount of audio-visual equipment;
- Fred Wilson, who begins his first year in charge of the conference proceedings;
- Dana McMullen-Deino and her team, who served as special assistants for participants with disabilities.

Banquet Festivities

AHSSPPE '83 was also a week of tradition.

It is no wonder that the AHSSPPE conference attracts more people every year. I have listened to most of the tapes, read all the evaluations, and looked at 500 photographs of AHSSPPE '83. They all document AHSSPPE's tradition of working sessions and congeniality.

I am tremendously impressed with the well-prepared sessions that I've heard on tape. Speakers were creative and stimulating. What most moves me is the care that so many members put into their programs on their campuses. A tremendous thanks to all speakers and coordinators.

The overall evaluations were extremely enthusiastic and expressed great satisfaction at being able to get together with colleagues.

The photographs summarize it all with reflections of congeniality, meeting, concentration, and fun.

Two people in particular deserve highest recognition. Without President Sharon Bonney and Co-chair Deb Sampson, AHSSPPE '83 would not have been as fine as it was. Both asked for the hard jobs and got them. Both were always available for brain-storming and support. Deb and I discovered we have the same reaction to approaching deadlines—throbbing temples, a wild-eyed look from dilated pupils, and a total inability to think of anything but the deadline. Her work as publicity chair was outstanding, as were her pre-conference workshops.

Other members upheld the grand tradition of AHSSPPE: Joanna Gartner (evaluations), Susan Drew Thomas (session coordinators), Marion Nicely (tape sales), Anthony Tusler (graphics), Patricia Almon (signs), Nancy Smith (state publicity), Jimmie Joan Wilson and Tedde Scharf and their teams (pre-conference workshops).

In summary, it was a privilege and a pleasure for me to chair AHSSPPE '83. I treasure the opportunity to have worked with so many people toward our common goal of excellence.

A final note: Tapes are available for most concurrent sessions at $4 each. We also have several mugs left for sale at $4 a piece (price includes postage). To place your order, or to receive a copy of the tape list, contact:

Disabled Students' Program
University of California
2515 Channing Way
Berkeley, CA 94720

Oh, by the way—I had to take a cab home from the conference; my van did it again! (I did manage to return to the scene to supervise the towing—the next week.)

AHSSPPE '83—THE SUCCESS STORY

AHSSPPE has designated a most special honor, titled it The Ronald E. Blosser Dedicated Service Award, and reserved it as an expression of appreciation to the member who had traveled "one step further" on the pathway first lit by the efforts of Ron Blosser.

Our Association pauses for a moment each year during the festive spirit of the banquet and quietly turns toward that individual who has played a major role in furthering the success of AHSSPPE and the field.

This year, the 1983 Ronald E. Blosser Dedicated Service Award was presented to a man who has worked long, hard and well for AHSSPPE. He has served on the Executive Board since its inception. He created the Special Concerns Committee, chaired it, and was a force behind the Special Interest Groups as we know them today. Since 1979, he had edited every conference proceeding. His name appears on numerous presentations and conference panels.

This year, AHSSPPE turns toward Steve Simon in appreciation, honor, and respect.

Steve Simon receives the 1983 Ronald E. Blosser Dedicated Service Award at the Oakland Banquet.

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PUBLIC RECOGNITION AWARDS (PRA'S)— A MARK OF INNOVATION

For the first time, AHSSPPE has formally recognized those individuals, institutions or programs who have directly or indirectly benefited campus programs for disabled students through innovative ideas or projects. This year, PRA's were presented to:

Dr. John S. Hart, University of Western Ontario—Braille Computer facility.

Rhona Hartman, Project Heath—Information sharing of resources

Dr. Jerrold Petrosky, Wright State University—Medical research on functional electrical stimulation for paraplegics and quadriplegics.

Debra Sampson, San Jose State University—Career services

Fred and Jimmie Joan Wilson, Rochester Institute of Technology/National Technical Institute for the Deaf—Work on behalf of hearing impaired students

AHSSPPE '84—THE FUTURE STORY

Kansas City, Missouri. July 30th-August 2nd, 1984

A Call For Proposals

by Donna Phillips, Conference Coordinator, AHSSPPE '84

The AHSSPPE '84 Program Planning Committee has begun the call for proposals for presentations at next year's conference in Kansas City. The central focus of the 7th Annual Conference will revolve around George Orwells' book *Nineteen Eighty Four*, with the official theme of the conference being "1984 and Beyond."

Proposals will be welcomed that relate to the current state of affairs in disabled student services, the impact of political and economic trends on the future of disabled student services, the role of technology in administration of services, and other topics that would be of interest to a significant number of AHSSPPE members. As in the past, programs are needed for both the experienced professional and the novice disabled student service provider. The Planning Committee especially encourages the submission of proposals that explore the relationship of Orwellian themes to present social policies.

The deadline for proposal submission is December 31, 1983.

All AHSSPPE members have been mailed proposal application forms. Others desiring to obtain proposal application forms may contact:

AHSSPPE '84,
c/o The Access Office
126 Gentry Hall
University of Missouri
Columbia, MO 65211

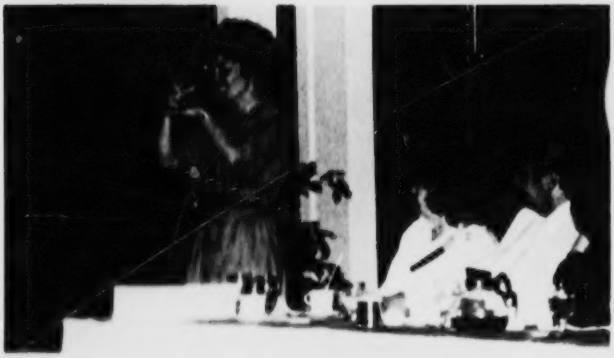
Buffet Lunch at the Pavillion

Richard Harris, Past President, AHSSPPE

AHSSPPE '83 Resource Center

Arch Lustberg emphasizes a point during the Communicator Workshop

Ella Mae Lentz, Guest Speaker at the Association Banquet



Patricia Romero and Denise Killpack

Financial Aid/Vocational Rehabilitation Agreements–Are They Working?

Richard Harris *is the Coordinator of Handicapped Student Services at Ball State University, Muncie, Indiana. He served as a member of the review panel created by the Rehabilitation Services Administration to review and evaluate the effectiveness of the agreements between state vocational rehabilitation agencies and college financial aid offices.*

During the past several years, most states have adopted voluntary agreements between their vocational rehabilitation (VR) agencies, which assist disabled persons in obtaining employment, and state-level associations of student financial aid (SFA) administrators, who are responsible for the management of the assistance provided to all postsecondary students, including those VR clients who are referred to colleges and other higher level institutions for their training. Postsecondary education costs have risen significantly in the past decade, and large-scale federal student aid programs have developed along with the increased costs. There is a practical need to coordinate the assistance that people may obtain from the VR and SFA programs; there are also legal and regulatory requirements that cannot be satisfied without coordination and exchange of information between the two types of services. Some localities and states began to work out formal coordination arrangements between VR agencies and postsecondary SFA personnel by the mid-1970s. A federal "Prototype Memorandum of Understanding" was issued in 1979 to encourage states to adopt coordination agreements and was revised and reissued in 1981.

Several AHSSPPE members served on an advisory panel that evaluated the effectiveness of the voluntary coordination agreements in helping to serve VR clients. The committee assessed both the utility and efficiency of the various resources and programs that are available to support the training of disabled persons, and their adherence to the requirements of the laws and regulations.

Among the results:

- In both the nation as a whole and in the 21 states sampled for this study, nearly all states have experience with SFA/VR agreements.
- Most respondents to the study feel that agreements help serve VR student clients better. They lead to a quicker decision on financial assistance.
- There is some degree of association between favorable outcomes and the length of time that states have had experience with agreements.

- Problems and questions as to who should pay the "first dollar" of assistance still arise.
- Agreements do not, in general, appear to lead to decreases in referrals of cases to VR.
- Of the 20 states in this study with agreements or their equivalent, 18 have provided for exchange-of-information forms, and 16 have implemented the forms.
- Less than half of the responding VR counselors and SFA officers have attended training sessions on the coordination of aid for VR clients.
- The responsibility for analysis of a VR client's need for SFA funds is shared between both the VR and SFA systems.
- Respondents who do not report having agreements are more likely to report a wide range of practices for resolving needs analysis differences and to cite less suitable practices than those who do report having agreements.

Recommendations to Handicapped Service Coordinators:

- Investigate the existence of such an agreement in your state or gain additional familiarity with your state's agreement.
- Push for combined training sessions with personnel from VR, SFA, and handicapped coordinators.
- Take or assume a proactive role in informing students of financial aid/vocational rehabilitation regulations and procedures and urge students to turn in SAR's and Financial Aid communication forms in a timely fashion. (This permits SFA officers and VR counselors to exchange information and make decisions.)
- Serve as a bridge when needed between VR and SFA officers.

For additional information or a copy of the report, contact Dr. Rod Pelton, Rehabilitation Services Administration, 330 C. Street, S.W., Switzer Building, Washington, DC 20201.

The Emergence of Disability Studies

David Pfeiffer *is Professor of Public Management at Suffolk University, Boston. His PhD is in political science, and he has published in the areas of Disability Studies and policy analysis. He was disabled at an early age by polio.* **Alexa Novak-Krajewski** *is Coordinator, Programs for Disabled Students, Delaware Technical and Community College in Wilmington. Her M.Ed. is in deaf education and counseling. She has worked for 7 years in the field of disabilities.*

In recent years many academics and disability rights advocates have found themselves at conferences with fellow professionals, all of whom were highly trained, used common methodologies, had a common body of problems, knew each other's work, and lacked only a common body of theory to be called members of the same discipline. Today, however, many traditional disciplines lack a common body of theory, so that situation was not unusual. What was noteworthy and what was happening was the emergence of a new field—Disability Studies.

Many panels at various conferences focused upon disability as an issue. In virtually every case the presenter was a member of a discipline such as economics, sociology, rehabilitation, political science, or medicine. The topics addressed varied from the sociology of medicine, to the emotional aspects of a disability, childhood disability, employment of disabled persons, educational opportunities, and so on. While some presenters covered the rights of disabled persons and others covered specific policies and policy analysis, the overwhelming concern and focus, using a sociological or psychological methodology, was medical, rehabilitative, and educational issues. These patterns are changing with the emergence of Disability Studies.

The field of Disability Studies is similar to Black Studies and Women's Studies in that the focus is on the individual (the black, the woman, the disabled person) and the relationship with those persons around him or her (spouse, parent, child, friend, teacher, employer, or other). In this way all three fields differ from traditional disciplines. In addition all three fields have a policy analysis focus. While the definition of policy analysis is the subject of debate, it seems to have three characteristics: (1) problems are formulated in terms of a policy and its implementation, or the lack of a policy; (2) quantitative methods are used whenever appropriate; and (3) there is a constant concern for relevance or application to the current scene. These three characteristics plus the focus on the disabled person make Disability Studies a field separate and distinct from the traditional disciplines.

In order to give an overview of this new field of disability studies, we will address the following areas: a discussion of the definitions and numbers of disabled persons in the country, a review of some of the primary concepts of concern in the field, some of the policies which receive scrutiny, some of the implications for AHSSPPE and the proposed 1984 AHSSPPE panel on Disability Studies, and a look at the future of Disability Studies, including its implications for other fields.

DEFINITIONS AND NUMBERS

There are definitional problems with the terms *disabled individual* and *handicapped individual;* in fact, three dozen or more definitions are found in federal and state legislation and regulations. Furthermore, there are disabled persons who do not consider themselves disabled and will not identify themselves as such.

There are three categories of definitions. The definition used to establish eligibility for Supplementary Security Income (SSI) and Social Security Disability Income (SSDI) is the narrowest category. Once a person falls into this category of definition, she or he remains there unless the requirements of the definition are no longer met. A broader category of definition governs eligibility for such services as vocational rehabilitation. A person may be disabled (fall into the narrowest category), but unless he or she meets further definitional requirements (such as being unemployed but employable with training), eligibility is not established.

The category that is both the broadest and the most relevant to Disability Studies is found in the Rehabilitation Act of 1973 (Public Law 93-112, 29 USC 790-94): "'Handicapped individual' means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment." Life activities can include, but are not limited to, such things as education, socialization, self-care, communication, vocalization training, personal mobility, housing, employment, and transportation.

There are a number of persons who fit this definition of a disabled person, but a strange thing happens when people speak and write about the number of disabled persons in the United States. They are concerned with only the portion of the population for which prediction can be made for service delivery. Consequently they often focus on only physically disabled persons or only on disabled persons between 18 and 64, or some other limited category. Other persons use the U.S. Census Bureau's data, which are based on misleading questions. In both cases the percentage of the population which is described as disabled is very low, usually 10% to 18%. The percentage of the population which falls into the category of "disabled person" is much higher.

Knowing that the numbers were not accurate, the Social Security Administration began doing its own surveys in the 1960s. Using these figures as well as figures established by other groups, including persons under 18 and over 65 and persons institutionalized, and being conservative in methodology, we can give the following percentages. At least 10% of the population is physically impaired (muscular dystrophy, spinal cord injury, post-polio, cerebral palsy), some 3% of the population has a neurological disorder (epilepsy, multiple sclerosis), about 4% of the population is mentally retarded, at least 5% of the population is mentally ill, at least 6% of the population is blind or visually impaired, and some 2% of the population has a communication disorder (hearing impaired/deaf, speech impaired). These figures indicate that 30% of the population, at least 68,000,000 people, is disabled. This figure is about twice as large as that which is usually used, yet it is a conservative one and it does not represent double counting of disabled persons. In addition, every disabled person has a relationship with at least one other nondisabled person (a parent, spouse, child, or friend) who is actively concerned. There is a large segment of our country concerned with disability issues.

PRIMARY CONCEPTS

One of the primary concepts with which scholars in Disability Studies are concerned is that of stigma. Erving Goffman's *Stigma: Notes on the Management of Spoiled Identity* (1963) is the source for most of the discussion of this concept. As he writes there, people use stereotypes to inform themselves of what to expect in social situations. When an unexpected difference is encountered, the person with the difference is labelled and carries a stigma. One of the types of stigma Goffman discusses is physical deformity. Stigma, however, is really a perspective on being different. If it is an expected or one of a number of expected differences, then it is no longer a stigma. The implication is that the stigma which disabled people bear could be removed with education and awareness training.

In addition to the internal, emotional reactions to the stigma of disability, there is the external, social prejudice that disabled people encounter and that is of interest to Disability Studies. Beatrice Wright (1960) has doccumented these social attitudes. Ronald Conley (1965) has cited studies of the hiring policies of businesses in New York City and nationwide. Over half of the firms in each study said that as a matter of policy they would not hire persons with a vision impairment, with cerebral palsy, with epilepsy, or with an orthopedic handicap. This prejudice is real and it exists in all parts of our society. Disability Studies will address this sensitive topic.

Stereotyping and its effects are another topic of interest in Disability Studies. Douglas Biklen and Robert Bogdan (1977) have identified 10 stereotypes of disabled people found in the mass media and in literature. One of the oldest sterotypes is that the disabled person is a worthy object of pity, such as seen on telethons. Then there is the stereotype of the disabled person as an object of violence. Another sterotype often found in children's literature is that disabled people are evil. One can also find disabled people used as atmosphere, portrayed as superachievers, as laugh-able, as his or her own worst enemy, as a burden, and as not capable of meaningful participation in society. The most devastating stereotype is that disabled persons are either shown as asexual or else as depraved.

Disabled persons must have the opportunity to be independent. Having independence allows a person to become acquainted with society's meaning of success and failure. However, our society often does not allow a disabled person to pursue this independence. When a person is protected and not allowed free participation in society, he or she can come to feel isolated and different. If a person is frequently told that she or he is inferior to others, different, a nonmenber, he or she will begin to believe that it is true. After a sufficient period of negative reinforcement and acceptance of those negative responses, a person will become his or her own self-fulfilling prophecy. This result is a response often found among disabled persons.

For decades disabled persons were not allowed to fully participate in society. In recent years, disabled individuals have fought for and obtained clout with federal laws and regulations that encourage us to emerge from isolation to fight continued discrimination. However, many disabled people are still isolated and segregated. They have responded to the negative reaction from society by withdrawing. Withdrawal and isolation is in itself a defense mechanism to avoid pain and failure. Disability Studies must address the needs of both groups of disabled people, the independent and politically active disabled persons and those disabled people who are isolated and segregated.

POLICIES

Of all of the possible policies that could receive scrutiny by scholars in the field of Disability Studies, Section 504 of the Rehabilitation Act of 1973 receives the most attention. It is studied primarily because it is a civil rights statement, but also because of the amount of opposition it has generated, including President Reagan's recent attempt to severely limit its application. Also important is Section 503 of the Rehabilitation Act of 1973. PL 94-142, the Education of All Handicapped Children Act, is a policy of great concern to the field of Disability Studies. The ANSI standards for architectural accessibility as well as the recent regulations of the Architectural and Transportation Barriers Compliance Board are the focus of attention. The recent Housing and Urban Development Department's proposed 504 regulations are receiving much attention in the latter part of 1983. The Department of Tansportation's 504 regulations received much attention in the past and were partly struck down by the courts. There are many other federal policies that will remain a concern in Disability Studies.

On the state and local level there are variations across the country. In many cases the implementation of a federal program receives attention. There are also a number of state policies of concern. In Massachusetts in 1980 the strongest state constitutional prohibition against discrimination based upon a handicap was passed, receiving more affirmative votes than did Proposition 2½, the state's version of California's Proposition 13. In Maine, Tom Andrews, Executive Director of the Maine Association of Handicapped Persons and a member of the Maine House of Representatives, introduced a bill to provide to disabled persons compensatory education for as long as necessary in order to reach the level they should have reached while in public school, but failed to reach because of poor instruction or an inappropriate educational environment.

There are numerous other policies (federal, state, local, and in the private sector) of concern to the field of Disability Studies. In addition, much work has been done on prejudicial attitudes/behavior toward disabled persons. Since the focus of the field is the disabled person and his or her surroundings and the people in that environment, the field is very complex and protean.

IMPLICATIONS FOR AHSSPPE

In Oakland at the 1983 meeting of AHSSPPE the first panel specifically designed to discuss the new field of Disability Studies, its emergence, and its relationship to colleges and universities was held. Nineteen professionals in the area of disabilities attended. The panelists were Andrea Schein of the University of Massachusetts at Boston, Anthony Tusler of Sonoma State University, Harlan Hahn of the University of Southern California, and David Pfeiffer of Suffolk University. After the panelists reviewed the factors that led to the emergence of Disability Studies on the campus and the available course work, the members of the audience joined in contributing the same information. There were 17 colleges and universities represented. All but 5 of the 19 professionals teach at least one course. A number of the participants have faculty status, with three of them being full-time faculty. The other 11 who teach either have a faculty appointment in addition to their administrative position or else team-teach with a faculty member. The courses range from introductory sociology courses, journalism courses, and special education courses to the Politics of Rehabilitation, the Psychology of Disability, and Disability and Public Policy. A number of research topics were advanced, including work on understanding attitude formation, developing some theory on career development, what happens to disabled persons during disasters, and the relationships between affirmative action for blacks, women, and disabled persons.

It was proposed that for the 1984 AHSSPPE meeting a panel be organized around the question of whether there is a culture of disability. While opinion was divided, it was pointed out that there are physical artifacts (wheelchairs, crutches, white canes); there is literature and music which focus on disability; there are social organizations composed of, by, and for disabled persons; and there are certainly ways of explaining the world and coping with it that are peculiar to disabled persons. It was stated that if there were a culture of disability, members of AHSSPPE would need to study it in order to effectively and efficiently deliver services above and beyond any intellectual curiosity about its contents.

AHSSPPE members have been and will continue to be on the forefront of the development of Disability Studies. Its applicability and benefit to disabled college students is very clear. In addition, Disability Studies will enhance the professionalism of personnel and programs in our field.

THE FUTURE OF DISABILITY STUDIES

Where is the field of Disability Studies headed? It will go through the same traumas that Black Studies and Women's Studies experienced. As T.K. Daniel (1981) pointed out, "Many of the problems in Black Studies are directly related to the affirmation that little systematic theoretical work has been done in the field" (p. 29). (See also Daniel, 1980.) In Disability Studies the question of whether there can be theory building is not settled. But it is seen, as Edward Simpkins wrote in 1974, that like scholars in Black Studies, persons in the field of Disability Studies "are the successors to a long tradition of scholars and social reformers who envisioned such curricula" (p. 29) long before today.

In Women's Studies there seem to have been three foci over the years. The first focus was on the female personality. The second focus was on the question of what women would be like if culture had "left them alone." The third focus now is to develop a fundamental critique of the American experience. In Disability Studies all three foci are present, with different persons working on different ones. The problem the field of Disability Studies faces is to keep the different people talking with one another. Toward that end the authors of this article, along with Andrea Schein of the University of Massachusetts at Boston and Harlan Hahn of the University of Southern California, are putting together a Disability Studies Network. Close cooperation is planned with Irving Zola of Brandeis University, who edits the Disability and Chronic Disease Newsletter.

What are the implications of Disability Studies for other educational curricula? Universities and colleges must determine if specific curricula, such as allied health fields, nursing, police science, corrections, and similar programs, are addressing the area of disabilities. Most nursing programs teach disabilities from a medical point of view, but do not relate the medical to a psychological posture. Many times disabled persons go into emergency rooms and are not treated with respect only because the nursing and support staff do not understand the disability. The deaf person is frustrated because he or she is ill and has no one with whom to communicate. A person with epilepsy is feared or else considered to be intoxicated. A person with a speech impairment is considered to be mentally incompetent. These reactions are the fault of attitudinal barriers as well as the lack of effective teaching in the profession of nursing. How many police officers are trained with basic communication skills to deal with deaf persons? Very few are so trained due to a lack of awareness by the police administration. As Disability Studies grows and the Network develops, it will be in a position to adddress these curriculum problems.

Disability Studies must become an accepted academic field that has an impact on the formulation and implementation of policies that affect disabled persons. It must also have an impact upon the educational system by having required course work in applicable fields like the allied health sciences, law, police science, and public administration. It must generate information and resource centers for both able bodied and disabled people. The Network is part of that activity. It will provide a listing of Disability Studies specialists who are scholars, researchers, teachers, and program administrators. It will also circulate the syllabi of Disability Studies courses. We need to share information about topics like adaptive technology and to encourage publications in the field. The field of Disability Studies must generate discussion about the organizations that are seeking licensure. Finally, there should be a series of ongoing conferences on Disability Studies where these things can happen.

CONCLUSION

In the end there are three reasons why Disability Studies has emerged as a field and why it should be encouraged. The first reason concerns economic efficiency. We must develop more effective and more cost-efficient ways of delivering services. Experience over the last several years shows that this goal can be achieved. The second reason concerns the civil rights of American citizens. There are many citizens who happen to be disabled and who are having their rights violated. It is true that such violations are commonplace and experienced by both able bodied and disabled persons, but that is no reason to ignore the situation. And the third reason concerns justice and morality. Disability Studies must become a vital and important field. The time is now.

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literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"College Learning Disabled Writer: Error Patterns and Instructional Alternatives" by Noel Gregg. *Journal of Learning Disabilities, 16*:6, 334-338.

Reviewed by Marilyn Leach, Director of Learning Resources, Southwest State University, Minnesota. She received her masters degree in speech-language pathology and continues to have a particular interest in disabilities that directly affect the learning process.

A few years ago a student with whom I was working came to me with dittoed copies of his and some of his classmate's compositions. As he showed me the compositions, he asked, "Why am I called learning disabled and these others are not?" Since then, faculty, tutors, and others have asked the same question. Are there distinctive differences between the writing of learning disabled students and students who are not disabled but who experience writing difficulties?

The question has not always been easy to answer but Noel Gregg's article, "College Learning Disabled Writer: Error Patterns and Instructional Alternatives," provides valuable information from her and others' research as to differences in error patterns. Gregg has analyzed mechanical errors of three groups which she identifies as learning disabled writers, basic writers, and normal writers. (Basic writers are those students who are not learning disabled but who have difficulty writing.) The written performances evaluated were on both expository and controlled stimulus writing. The LD writers made the highest percentage of omission errors and comma errors. They were the only writers who omitted verbs and word endings. Spelling and punctuation errors also discriminated LD writers from basic writers. Basic writers made more errors of parallel structure, sentence fragments, and verb tenses. A particularly interesting finding was that, on the controlled stimulus passage, LD writers were the only writers who produced meaningless sentences. Yet under expository writing conditions, these meaningless sentences did not occur. Gregg postulates that the types of errors exhibited by LD writers suggest underlying processing problems and hence an inability to "manipulate structures unfamiliar to them" (p. 336).

Gregg suggests that instructional alternatives for LD college students enrolled in developmental writing courses should stress implicit rule teaching, strategies that use application of rules rather than rote learning. Two that she describes are guided composition and sentence combining. The discussion of guided composition is brief, as its use with LD writers has not been investigated. The finding that LD writers produce meaningless sentences with controlled stimulus compositions suggests to this reviewer that such an instructional alternative may demand an ability to process syntactical forms that the LD writer may not yet be capable of. It therefore should be used with care.

The alternative of sentence combining is being investigated by Gregg and hence she describes the technique and its variations more fully. However, as the discussion covered difficulties LD students exhibit with some sentence-combining techniques, a fuller discussion of the research findings that indicate this technique to be valuable would have been useful.

In conclusion, I found the first part of the article to be most useful to the service provider. The information on the distinctions between the three groups of writers is information that can and should be shared with colleagues who are struggling with differentiating underprepared and learning disabled students. (I, for one, quickly incorporated the distinctions into the tutor-training materials provided to the University Writing Center.) Diagnosticians may find controlled stimulus passages an alternative to the use of essay writing as part of the diagnostic battery.

And I might now find it easier to answer my student.

"Attitudes of Male and Female University Students Toward Students with Disabilities" by Carole Stovall and William Sedlacek. *Journal of College Student Personnel,* 1983, *24*:4.

Reviewed by Lynne M. Bejoian, Director, Office of Handicapped Student Services, University of Southern California. She received her masters degree from the University of Southern California and her bachelors degree from Smith College. She has co-authored a paper on the acceptance and accessibility of students with disabilities in the university fraternity and sorority systems.

In this article, the authors report on the results of a survey designed to measure and compare the comfort level of nondisabled students towards disabled students in academic and personal situations. The *Situational Attitude Scale* (SAS) was adapted to include situations involving students with disabilties (SAS-H). Three separate forms were used:

- Form A—Did not designate a disability type
- Form B—Identified the person to be blind
- Form C—Identified the person as being in a wheelchair

Their significant findings concluded that:

- Blind persons were perceived to be less of a threat in personal situations and more of a threat in academic situations.
- Persons in wheelchairs were seen as threatening in personal situations and less anxiety-provoking in academic situations.
- Women were less concerned about the nature of the disability, responding positively in 7 out of 10 situations presented.

These results are consistent with my perceptions and experience with the attitudes of nondisabled students in a university setting. In the past, a belief was widely held that if an individual's vision was affected, so too was his or her intelligence. While this perception is slowly being eliminated, its lingering effects can be observed in the difficulty nondisabled persons have perceiving and understanding how a blind person can adapt, perform, and succeed in a visually oriented world. The academic environment is, of course, extremely visually oriented.

Personal contact with a blind person is perceived as less threatening in a one-on-one, nonacademic situation, while individuals in wheelchairs are seen as more threatening in personal situations than academic ones. The authors suggest that academic situations require less one-on-one personal contact and therefore can be perceived as less threatening.

The results, while presented clearly and concisely, unfortunately do not offer any possible explanations as to why people were more or less comfortable with an individual who had a specific disability. This would have been helpful in the reader's understanding of the dynamics involved with attitudes. Another finding was that women were less concerned about the nature of the disability and responded more positively in 7 out of 10 situations presented. I would like to believe that it was because women are more sensitive to and less uncomfortable with persons with disabilities; however, there are no explanations or research stated to support such a hypothesis.

Stronger regulations, legislation, and increased funding can assist in the elimination of architectural barriers and provide more opportunties for contact. Yet, Stovall and Sedlacek suggest that contact is not sufficient to eliminate negative attitudes. How, then, can attitudinal barriers be eliminated?

Positive and open situations involving persons with disabilities are needed to change nondisabled persons' attitudes. It is the responsibility of student affairs professionals and disabled student service administrators to provide nondisabled students with positive opportunities to encounter students with disabilities and facilitate the development of more positive and appropriate attitudes. Only then can change occur.

legal and legislative news

Catherine Johns, Research Specialist, San Diego Community College, San Diego, CA 92108. 619-230-2140.

National Council on the Handicapped: Policy on Disability Issues

AHSSPPE recently submitted input to a proposed national policy on disability issues to be considered and acted upon by the National Council on the Handicapped, appointed by President Reagan. Mr. Justin Dart, Jr., a member of the Council and director of an independent living center in Austin, Texas, coordinated formulation of the policy. It covered a wide range of topics including education, independent living, partnerships of the public and private sectors, legal issues, and fiscal responsibility. The policy is to have been considered by the Council in late August and will be distributed some time after that. AHSSPPE expects to receive a copy which we will be glad to share or you may request a copy directly from Mr. Justin Dart, Jr., National Council on the Handicapped, 2012 Lear Lane, Austin, TX 78745. Phone (512) 442-9755; TTY (512) 443-4874.

TRANSITION PROGRAMS

Transition programs for assisting disabled young adults from secondary to postsecondary school or employment are receiving increasing attention both from Congress and advocacy groups. Both the full Senate and the House Education and Labor Committees have passed bills, included in the reauthorization of the Rehabilitation Act, that would authorize transition programs for disabled students. Final passage of these bills, along with any appropriation of funds, remains questionable in view of the federal budget situation. The Senate has recommended $6,000,000 for this project. Concern for the needs of the "transitioning" disabled student was also expressed by a Parent Group Round Table convened by the National Information Center for Handicapped Children and Youth. As one parent stated, "It's like the old song, 'What do you do with boys on the farm after they've seen Paree?'...It's the same thing. They've had great services; then they're 17 or 18 and are out with nothing." If you are interested in giving an opinion on this transition program, you can contact your local congressperson regarding HR 3520 and your senators regarding S. 1340/1341.

SAT REQUIREMENT WAIVED

The Massachusetts Legislature recently passed a bill that was designed to waive the submission of SAT scores for learning disabled students seeking admission to public colleges and universities. The final Act, however, was worded to include students who are developmentally disabled, as well. House Bill No. 6421, Section 19, states:

> No resident of the Commonwealth who has been diagnosed as being developmentally disabled, including but not limited to having dyslexia or other specific language disabilities, by any evaluation procedure prescribed by chapter seventy-one B, or equivalent testing, shall be required to take any standardized college entrance aptitude tests to gain admittance to any public institution of higher education in the Commonwealth. Admission shall be determined by all other relevant factors excluding standardized achievement testing.

Editor's note: The next edition of the *Bulletin* will contain additional information about the ramifications of, and responses to, the passage of this bill.

resources

The Floyd Qualls Memorial Scholarship Program is offered by the American Council of the Blind (ACB) to blind students who are enrolled in academic, technical, vocational and professional programs at the post-secodary level.

Applicants will compete for scholarships ranging from $1,000 to $2,500 each. Criteria used to select recipients include, among other factors, academic record, financial need, and involvement in extracurricular activities.

Application papers for the 1984 competition will be available towards the end of 1983. Contact: The American Council of the Blind
1211 Connecticut Avenue N.W.
Suite 506
Washington, DC 20036 202-833-1251

"Testing Physically Handicapped Students in Science: A Resource Book for Teachers." Harry G. Lang, Editor. Authored by Dean R. Brown, Kenneth Ricker, and E.C. Keller, Jr. Numerous suggestions are provided to assist in development and administering teacher-developed tests in classes having physically handicapped students. Although specifically written for science teachers, the recommendations made by the authors to help reduce testing bias are applicable to all areas of the curriculum. Many suggestions are appropriate for standardized testing as well. Cost: $4.50.

Contact: Printech
1125 University Avenue
Morgantown, WV 26505

A Voice-Indexed Dictionary will be available for purchase by the end of 1983. Voice-indexing consists of recording main extries and key words on two different tapes and then combining them precisely. The listener can use the fast-forward mode to search for a key word, and then change to the regular playing speed at that point to hear the full entry. The National Library Service for the Blind and Physically Handicapped has recorded all 55,000 entries from the Concise Heritage Dictionary. It can be stored in 5 binders holding up to 12 cassettes each. Cost $82.54.

Contact: American Printing House for the Blind
P.O. Box 6085
Lousiville, KY 40206

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome.

MEMBERSHIP CATEGORIES

Active Professional

Any persons actively working to enhance post-secondary educational opportunities for handicapped students. An Active Professional is eligible to vote and to hold office. Annual dues: $40.

Affiliate

Any individual supporting the purposes, goals, and objectives of this Association and choosing to make their own contributions in less visible or time-demanding roles. Affiliate Members may have voice but may not vote or hold office. Annual dues: $30.

Student

Any person enrolled in a post-secondary education program. A Student Member may have voice, vote, and hold office. Annual dues: $15.

Institutional

Any organization or institution of higher education; each member institution is entitled to appoint one individual who shall be an Active Professional Member, with all rights and privileges thereof. The member institution may appoint additional individuals to Active Professional membership in the Association at a reduced rate. Annual dues: $100; $15 for each additional member.

Make checks payable in U.S. funds to AHSSPPE and send to AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

Liz Neault, Editor
Northeastern University

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

AHSSPPE

Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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president's message

Dear Fellow Members:

I have four primary goals to accomplish during this year of my presidency and I would like you to be familiar with them.

I would like you to be aware that these four goals, for which I will need your help, are intentionally balanced between reinforcing AHSSPPE's *inner* strength, through revisions in structure and policies, as well as increasing AHSSPPE's *outreach* toward its individual members, through creating new leadership positions and services for professional growth.

First, the format of the Executive Council and several committees needs restructuring. Our Association membership has grown steadily, and consequently so has the complexity of our numerous services and functions. The restructuring involves replacing some of the former Standing Committees of the Executive Council with new ones, while centralizing the functions of each Committee logically according to their titles. An emphasis has been placed on not wastefully duplicating functions among various Committees. The AHSSPPE officers retreated to Boston for two days in October. With notes from this intensive planning meeting, most of the restructuring has been accomplished—now it must be implemented.

Second, the constitution and policies by which our Association operates must be reviewed and revised. Our growth is again requiring this lengthy process. Many of our members who have assumed leadership positions are unclear of the expectations of them, as well as what types of support from AHSSPPE they may count on in return. It is difficult to carry out responsibilities when one is unsure of what authority one has. These reviews and revisions are steadily taking place during the implementation of the restructuring.

Third, each individual member is being invited to indicate an interest in being considered for appointment to any of the wide variety of leadership and committee positions. When the restructuring was occurring, a high priority was placed on creating new ways for individual members to grow while contributing to AHSSPPE. In early November, each member was sent a letter of invitation, a copy of the revised AHSSPPE Organizational Chart, and a questionnaire on which to indicate leadership preferences. I have carefully reviewed each questionnaire which was returned to me and, consequent of the preferences you indicated, members with appropriate skills are now being appointed to the open positions.

Fourth, I have asked the Chair of each Standing Committee to be responsible for citing and implementing a number of objectives for each

Committee. I am assured that the cited objectives will be accomplished in time for reporting at the open business meeting of the Kansas City conference in July. From preliminary reports to me, a partial listing of these objectives address the following areas:

- Implementing a regionalization of our international membership in order to encourage more programming in each region directly related to the specific issues of each region, and in turn for each region to share its news and ideas through AHSSPPE.
- Coordinating our current publications while encouraging individual members to become personally published in research monographs
- Marketing selected services of AHSSPPE to businesses and outside organizations in an effort to keep member costs to a minimum
- Enlarging AHSSPPE's professional image both to the legislators and to the media as the primary authority to be consulted in matters of higher education and handicapped students
- Providing new support to Special Interest Groups while offering them more opportunities to become recognized and to share their projects with the members.

In closing, I have a hunch that many *individual* members would like more chances within AHSSPPE to become leaders or respected contributors in a topic in which they would like to grow professionally. I also believe that for each single member who chooses to grow while leading or contributing to AHSSPPE, *every other* member will also realize a new benefit...at least one more *Alert* news item, scholarly *Bulletin* article, conference session, Special Interest Group, research monograph, or perhaps just a new idea on how to accommodate a student at one of our campuses.

AHSSPPE is growing fast. Come...grow with us!

Respectfully,
Alfred H. De Graff
President

FOREIGN LANGUAGE MODIFICATIONS FOR DISABLED STUDENTS—THE CAMPUS RESPONSE

by Liz Keeney, Doctoral Candidate, History of Science and Nancy Smith, Coordinator, McBurney Resource Center, 500 Lincoln Drive, 77 Bascom Hall, University of Wisconsin-Madison, Madison, WI 53706.

Due to increasing concern about the inability of some disabled students—particularly some of those with learning disabilities and hearing impairments—to fulfill the College of Letters and Science's undergraduate foreign language requirement, the Chancellor's Committee of the University of Wisconsin requested that its Learning Disabilities Subcommittee gather background information on how this problem is handled elsewhere. The Subcommittee sent letters to 73 colleges and universities requesting information on their foreign language requirements and whether or not any modification is made for students with disabilities that impair ability to learn a foreign language. Follow-up letters were sent, and a request for information was published in the national HEATH (Higher Education and the Handicapped Resource Center) newsletter and the AHSSPPE Bulletin.

To date, 59 institutions have responded, 53 of which require a foreign language for at least some majors. Of those that require a language, only 14 have no policy in place or under consideration. The 39 that do or are considering modifying requirements (32 have systems in place) have implemented a variety of systems. These modifications range from dropping the requirement completely to allowing substitution of courses dealing with the history or culture of a foreign country to modifying the instructional approach (elimination of reading, writing, or oral/aural components, as appropriate; provision of taped texts; extensive tutoring). Several of the schools also make modifications for hearing impaired students. These modifications include allowing courses that focus on reading and writing, making in-class modifications (de-emphasizing oral/aural components), and accepting American Sign Language to fulfill the requirement.

Similarly, the mechanism for determining eligibility for modification or exemption varies greatly from institution to institution, with three mechanisms prevailing. At the University of Connecticut, students are evaluated by a learning disabilities specialist, and appropriate modifications or waivers are made. Far more common is a policy of allowing students with documented learning disabilities to petition a dean or committee for a waiver or modification. Finally, at Iowa, Columbia, and, in some cases, at

Harvard students can request a waiver or modification only after unsuccessfully trying to fulfill the requirement; in other words, only after failing a language course.

At some institutions, once it is established that a student has a learning disability that impairs his or her ability to learn a foreign language, the requirement can either be modified or dropped. Iowa, Connecticut, Columbia, George Washington, Virginia, and a number of other schools simply waive the requirement altogether. The remaining schools either attempt to modify the requirement to allow successful fulfillment or specify other course work to be substituted on a case-by-case basis. The University of Arizona, for example, requires four semesters of one foreign langauge for the B.A. in its College of Arts and Sciences. When appropriate, this is replaced by "an equal number of units of English composition at the sophomore or junior level...and additional course work in history, culture, or literature of the country involved in a foreign language."

A complete copy of the report is available, at cost, from Nancy Smith, University of Wisconsin-Madison, 77 Bascom Hall, Madison, WI 53706.

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

The Disabled: Who Do You Think They Are?

By Scott J. Kalicki, Assistant Dean of Students/Coordinator of Disabled Student Services, Rider College, P.O. Box 6400, Lawrenceville, NJ 08648.

I am often asked a number of questions regarding disabled students at Rider College. One of the most commonly asked questions, "Who are the disabled?" can best be answered, I believe, by first addressing the inverse question, "Who AREN'T the disabled?"

The disabled aren't those individuals on campus who use wheelchairs, crutches, braces, or canes for their mobility. Those individuals may use a different means or form of transportation, but they're still mobile. Our society may have blocked their paths with curbs and stairs, but they're still mobile.

The disabled aren't those individuals who cannot see or hear or who cannot see or hear well. Those individuals may use different senses to acquire information, but they're still able to receive data and process it. Our society may have blocked their access to information by using limited forms of communication, but they're still able to receive it and are able to communicate.

The disabled aren't those individuals who need to take longer to learn or to understand. Those individuals may need a bit more time or another way to understand, but they can still learn and comprehend. Our society may have blocked their education with inflexible techniques and limited patience, but they can endure to learn and understand.

All these individuals do have something in common with themselves and with society; they are all Differently Abled. Some of these individuals may not be able to move as well as society, but they may well be able to go further. Some of these individuals may not be able to see or hear as well as society, but they may well have better vision and the ability to listen. Some of these individuals may not be able to learn as quickly as society, but they may well be better in thinking or perhaps even wiser. Whether we move better or further, see or have vision, hear or listen, learn or think, does not make us disabled, it makes us different. We are all merely different with varying skills and abilities, which makes us all potentially able, or differently abled.

Having eliminated who aren't the disabled, let me venture a response as to who the disabled must be on our campus.

The disabled would seem to be those individuals who call differently abled individuals *cripples* or *invalids*, as they themselves adjust their glasses or contacts. The disabled would seem to be those individuals who refuse to change or modify their teaching technique or style to accommodate those individuals who are differently abled, while changing syllabus content to meet their changing personal needs. The disabled would seem to be those individuals who park in a special parking space for the differently abled, even for just a moment, because they can't take the time to walk from a further spot.

If the term *disabled* does exist in our language, and our society would lead us to believe it does, it must refer to the latter group of individuals rather than the former.

I am often asked "How many disabled individuals are there on campus?" To this, I reply that, since federal regulations require that such information regarding disabilities be volunteered, I'm not exactly sure as to the number of disabled individuals on our campus. To date, and given the aforementioned definition, no one has identified themselves as disabled to me. Individuals have identified themselves as differently abled and have sought assistance, but no disabled individuals have done so.

I've been in my position as Coordinator and Assistant Dean for 16+ months, and I can honestly say that I've come into contact with very few individuals who I would call *disabled*. When I do meet disabled individuals on campus or in our society, I know that I'll need to provide them with assistance. With the above questions answered, I hope our society will be better informed as to who the disabled are and are not. That awareness can allow us to identify the disabled and begin the process of providing assistance. In that way, perhaps someday all of society will be able to be differently abled, not disabled.

association news

AHSSPPE National Office Firmly Established

As of November 1st, 1983, AHSSPPE has established an office at a location in Columbus just at the edge of the Ohio State University campus. The negotiations with Ohio State University continue to finalize an affiliation agreement that will eventually lead to a move onto campus with all the access to university systems and supplies associated with a recognized campus affiliate. In the meantime, AHSSPPE has located an office, some appropriate furnishings, and moved the computer to its new home. The Association is officially open for business on a full-time basis. On the afternoon of November 4th, AHSSPPE members in the Columbus area were invited to visit for an Office Warming Party, and toasted the occasion with a bottle of wine brought back from the Oakland Conference banquet.

In addition to Jane Jarrow, who is Executive Director of the Association, AHSSPPE now boasts a second employee. Chuck Fairbanks, a Columbus resident and graduate of Ohio State University, has been hired to serve as the Administrative Coordinator for AHSSPPE's Trio Training Grant.

PLEASE NOTE: AHSSPPE's NEW PHONE NUMBER IS 614-488-4972.

Patricia Marx, editor of the *Wright State Proceedings*, was in town for the day and joined Dick Maxwell and Warren King of Ohio State at the office warming party.

Executive Director Jane Jarrow looks over the Guest Book with Dick Maxwell.

Administrative Associate Chuck Fairbanks demonstrates AHSSPPE's minicomputer to Amin Hagigi, a student from Ohio State University.

Employment Exchange Offered

AHSSPPE is providing a pilot service designed to promote the rapid exchange of information between employers offering professional positions and AHSSPPE members seeking a new position in the field of handicapped student services. All post-secondary institutions are invited to submit notices of job openings to the exchange, though AHSSPPE members only are entitled to receive information about these positions through the service. The Employment Exchange will be coordinated by Neal Hoffman of Syracuse University and administered through the AHSSPPE Business Office. Employers with job openings and members seeking inquiries are invited to apply for an application.

Contact: AHSSPPE Employment Exchange
P.O. Box 21192
Columbus, Ohio 43221

Trio Training Continues

AHSSPPE's Trio Training Grant has been renewed, and the Association has been awarded a contract to train Special Services Personnel interested in learning how to provide services to disabled students. Last year, AHSSPPE trained over 120 Special Services personnel and plans are currently in progress for additional training at various sites around the country next spring. The Project Director of the grant is Jane Jarrow, and the Administrative Associate is Chuck Fairbanks.

upcoming meetings/conferences

1984 AND BEYOND—AHSSPPE 7th National Conference
Kansas City, Missouri July 30-August 2, 1984

The official theme of AHSSPPE's 7th National Conference is futuristic, yet it will be a gathering that carries with it a history that is colorful, a need that is genuine, and an early vision of success.

3rd National Conference, Denver, Colorado, May 18-21, 1980

"AHSSPPE recognizes that the success of the past 3 national conferences is related to a definite need and interest on the part of professionals interested in service delivery to the student with a disability on the post-secondary level. It is therefore the intent to continue the annual conference as a major activity of AHSSPPE."

Gwen Callas
Conference Coordinator, 1980

As the field of handicapped services blossomed and grew, AHSSPPE conferences reflected the diversity and complexity of the field, and openly confronted the difficulties that arose to challenge its professionals.

4th National Conference, Boston, Massachusetts, July 13-17, 1981

"My hope is that...you will continue to build a network of support among your colleagues which will be helpful to you in the coming months and years; that this conference will be a time of renewal since the 1980s has not and will not be an easy time for post-secondary education generally and special populations specifically."

Janet Huss
President, AHSSPPE 1980-81

An AHSSPPE conference is carefully planned and constructed to offer many things; a sturdy house to gather and shelter ideas, a warm room in which to share them, and, perhaps most important of all, an inviting table upon which to strike the spark and steady the flame that will arise from the joining together of people who can share the same dreams, lament each other's setbacks, and celebrate each other's victories.

5th National Conference, Columbus, Ohio, July 12-15, 1982

"Our Columbus gathering served as an excellent reminder that there are, in fact, many, many individuals dedicated to making post-secondary education accessible to the disabled. The gathering of some 300 persons was an enthusiastic and intense time of sharing ideas, discussing strat-

egies, and best of all, renewing energy for the work we are doing. If you are not part of this exciting movement, I extend an invitation to you to join us."

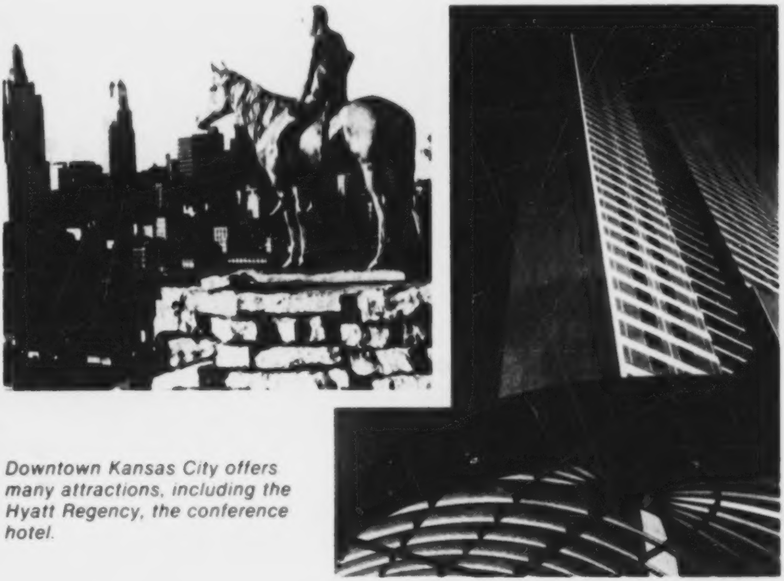
Richard Harris
President, AHSSPPE 1981-82

7th National Conference, Kansas City, Missouri, July 30-August 2, 1984

Come. Join us in the City of Fountains to celebrate the tradition of the Past, resolve the problems of the Present, and discover the promise of the Future.

For registration information, contact: AHSSPPE '84, P.O. Box 21192, Columbus, Ohio 43221.

For conference information, contact: Edward Franklin, Conference Coordinator, AHSSPPE '84, Johnson County Community College, 12345 College at Quivira, Overland Park, KS 66210; 913-541-3830



Downtown Kansas City offers many attractions, including the Hyatt Regency, the conference hotel.

Specialized Career Services: An AHSSPPE Survey

Debra Sampson *is the Assistant Director of the Career Planning and Placement Center at San Jose State University. She has an M.S. in Rehabilitation Counseling. She currently chairs the Santa Clara Committee for Employment of the Handicapped and the AHSSPPE Special Interest Group on Career Services.*

Despite the fact that specialized student service programs have increased the accessibility and "successibility" of academic life, the specialized career planning and placement services necessary to make a successful transition into gainful employment are, for the most part, still unavailable. AHSSPPE members have become increasingly aware of this need for specialized career services and are addressing the issue through the Career Services Special Interest Group (CSSIG). CSSIG was established in July, 1982 with two primary goals: (a) to familiarize AHSSPPE members with disability-related career development and job search issues and (b) to provide related information to facilitate the availability of specialized career services.

CSSIG members decided to assess the current availability of specialized career services as the first project. A five-page survey was designed and distributed to approximately 400 AHSSPPE members. The survey format consisted primarily of short answer, yes/no, and scale-rated items. Respondents were also asked to complete a chart indicating the availability of career services in a variety of campus departments. The surveys were accompanied by a cover letter emphasizing the need for the information and urging recipients to complete and return the survey.

The career services survey was intended to be an exploratory project and was not designed to be statistically significant. Items were designed to determine:

- The percentage of AHSSPPE institutions offering specialized career planning or placement services
- Which offices tend to provide these services
- Whether designated people specialize in providing these services and how their positions are funded
- Whether the institutions that offer specialized career services have more successful placement rates than the institutions not offering these services
- The kinds of specialized programming being offered

- Effective techniques for recruiting students to take advantage of career services
- The extent to which disabled students use career planning and placement services.

One hundred and seven surveys, or 26.7%, were returned. Considering the length and extent of the survey, this response rate was considered fairly high. It is assumed that some surveys were not returned because some AHSSPPE members are not employed by institutions of higher education; four of these returned were not completed for this reason and are not included in the statistics that follow.

Several respondents met with staff members from career planning and placement centers to more accurately complete their surveys. Many indicated that this was their first such meeting and that this meeting was invaluable in and of itself. Some AHSSPPE members indicated verbally at the conference in Oakland (July, 1983) that they did not return the survey because they "felt guilty" that their institutions were not effectively addressing the career needs of students who have disabilities.

RESULTS

An underlying assumption in this project was that the vast majority of higher education institutions are not providing specialized career services. The question was posed: "Is there someone on your campus who is currently providing specialized career services for students with disabilities?" A highly unexpected 67.9% of the respondents answered yes. However, the comments included alongside this item and answers to related items clearly indicate that the meaning of this question was not obvious. For example, some respondents commented that career services are available to ALL students, or that no group of students is discriminated against; the fact that students are not turned away is not the same as offering specialized programs or services. When asked, "BEYOND regularly offered career services, what programs and/or workshops are available specifically for students with disabilities?" only 16 respondents (22.8%) were able to list services that signify a comprehensive, ongoing availability of specialized career services. The services listed for the remainder of the 70 yes respondents can be summarized as follows:

- 12 (17.1%) offered 1 or 2 "one-shot" programs (eg., panel presentation), but did not list any ongoing special services
- 33 (47.1%) answered none or left the item blank
- 7 (10%) listed many specialized services, none of which were career-related (eg., attendant care, interpreting services, tutoring)
- 1 (1.4%) indicated that some reading materials were available, but did not list any ongoing services
- 1 (1.4%) listed only a training seminar for employers.

It is interesting to note that some respondents replied, "None, but they would be available if requested." In addition, one respondent who answered none to this item is known to have an exceptional and ongoing specialized career services program. Clearly, operational definitions should have been provided for terms such as "specialized career services," "programs," and "workshops." It is quite possible that a particular specialized service would not be interpreted to be a program or workshop and would not necessarily be listed in response to this item.

The following is a composite list of the specialized career programs, workshops, and services that are available on some college campuses:

- Career planning
- Job preparedness
- Effective communication skills
- Employment interviewing
- Affirmative Action workshops
- Workshops regarding job modifications
- Plans for achieving self-support (disability benefits)
- How to deal with presence of a disability on a resume, application form, and in the interview
- Assertiveness training
- Career Day or program during Disability Awareness Day
- Panel presentations of disabled alumni or employer representatives
- Vocational assessment
- Job shadowing
- Job task analysis
- Career planning or job search support groups
- Special placements in internship positions or summer jobs
- SSI/SSDI regulations
- Job placement and follow-up
- Independent living
- Personal budgeting
- Cassette tapes of career services newsletter
- Quick reference guides on disability and employment
- Presentation regarding career services during disabled students' "new student" orientation
- Courses for credit on world of work and job search process
- Peer counseling
- Career planning and placement section of disabled student services' newsletter
- Employer training/awareness
- Dissemination of employment-related brochures and publications
- Company tours/meetings with currently employed disabled professionals
- Informational interviews
- Liaison activities with staff from Department of Rehabilitation/orientation to campus career resources

- Article regarding specialized career services in career center's services sheet and placement magazine
- Article regarding career services in disabled student handbook.

Respondents were asked to rate the extent to which disabled students on their campuses use career services (1 = Never; 7 = Frequently). The average rating for all responses was 4.6. Interestingly, the average rating for campuses where no specialized services are available is 3.70, while campuses that said specialized services were available averaged 5.06. Equally interesting are the variety of comments regarding the use of career services:

> *"There has been an increase in the last two years because I specifically refer students."*
>
> *"Our Placement Office offers comprehensive career services which are seldom utilized by disabled students."*
>
> *"About ½ are rehab clients and use that agency's services; others do not believe they are employable."*
>
> *"Interagency collaborative agreements with local Rehabilitation Services and Special Education providers assure that students will be aware of and utilize the services."*
>
> *"Our office hasn't developed an adequate plan to recruit handicapped students to utilize our sevices."*
>
> *"They use them frequently with outreach."*
>
> *"Students don't think of a job until after graduation and then they go to outside agencies for help."*

Several respondents agreed with this last statement and did not appear concerned that students were not mainstreaming into existing services to insure placement upon graduation. They did not appear concerned that students wait until after graduation to begin their job searches. They do not seem to appreciate that waiting that long imposes an additional barrier on the disabled students' job search. At this point it is difficult to find professional openings since most employers do the majority of their interviewing and hiring between October and April. Waiting until after graduation to begin the job hunt places students at an extreme disadvantage in the job market. At this point, it is also too late to acquire skills and experience which could enhance their "marketability" with potential employers (Sampson, 1981).

These comments clearly indicate that disabled students take advantage of career services on those campuses where creative outreach techniques and formal liaison programs are in effect. "If disabled students do not come forth for career services, they are not likely to find out what's available. If they don't know what's available, they're not likely to come forth for the services. A little creative outreach will be necessary to break into this vicious cycle" (Sampson, 1982). The outreach activities that have proven to be effective on some AHSSPPE campuses include:

- Mailing letters to students inviting them to visit the career center, enclosing a services sheet
- Hosting an open house for students as well as rehabilitation professionals to orient them to the services available
- Sending fliers regarding career programs/events directly to students at their home addresses
- Conducting a survey at the beginning of fall semester to assess students' need for career services
- Holding meetings with other professionals who are serving the needs of disabled students (e.g., Department of Rehabilitation, Disabled Students' Program, Career Planning and Placement, Counseling Center, Veterans Administration)
- Sending students career newsletters or including a career section in the disabled students' program's newsletters
- Calling individual students to inform them of programs/employment opportunities that may be of interest to them
- Including career-related programming in Disability Awareness events (e.g., Employer Panel, Adaptive Device, Display, Career Planning and Placement booth)
- Creating a career section of the bulletin board at the Disabled Students' Program
- Developing a close relationship with academic programs and obtaining direct referrals for career services
- Generating scholarship money targeted for disabled students
- Maintaining high visibility of career center staff at Disabled Students' Program's functions (e.g., new student orientation, picnics, social events)
- Requiring placement classes and cooperative education experiences
- Including articles that address the needs of disabled students in Career Planning and Placement publications
- Using a "shot of reality" approach with disabled students so that they appreciate the value of taking a "proactive" approach to their career development.

Results of the CSSIG survey also indicate that the majority of disabled students do not tend to take advantage of On-Campus Interview Programs, even on those campuses where specialized career services are offered. The average rate of use for all respondents was 3.11 (1 = Never; 7 = Frequently); for those offering specialized services, 3.10; for those not offering specialized services, 3.16. Some respondents commented that, though the extent of use is currently low, it has increased subsequently to initiating special recruitment efforts. Possible reasons for the infrequent participation include:

- Disabled students don't know the program exists
- Disabled students think that the program will not be effective for them and wait to use the services of an outside agency (e.g., Department of Rehabilitation)
- Disabled students fear that employers are reluctant to hire them and avoid dealing with the issue until it has to be addressed (upon graduation)
- The employers that interview on college campuses tend to recruit for positions disabled students traditionally do not prepare for (business, scientific and technical fields, education).

Most survey respondents were unaware of the extent to which disabled alumni are employed. Eighteen (17.4%) conduct follow-up surveys; and 14 responded to the item which asked about the percentage of currently employed disabled alumni; some included students who are attending graduate school in their statistics. Eight respondents indicated that between 71% and 100% of their disabled alumni are employed or in graduate school, and 6 indicated that between 31% and 70% of their disabled alumni were employed or in graduate school. Several respondents reported that their institutions surveyed all alumni with no distinction between able-bodied and disabled and supplied those placement statistics (which are not included above). The survey also asked whether the graduates' level of employment is generally commensurate with their education and experience. Only 17.4% responded yes or generally. When asked if the alumni had obtained their jobs through campus resources, 78.6% did not know or left the item blank.

The respondents who indicated that specialized career services were available were asked a few questions about how the services were made available. When asked, "What office does this person work out of?" 58.5% indicated "career planning and/or placement"; 20% said the services were offered by the disabled students' program; 14.2% offered the services through the counseling center; 4.2% fell under the "other" category; and 2.8% left the item blank.

Fifty-four respondents (77.1%) said the person(s) providing specialized career services are employed full-time, and 10 (14.2%) are employed part-time. Six (8.5%) left the item blank. The survey also asked, "Is this person's major responsibility providing career services to students with disabilities?" Sixteen (22.8%) said yes and 47 (67.1%) said no.

Twenty-six percent of the survey respondents felt that disabled students rarely (0%-2%) take advantage of work-study programs, and 28% felt that the students rarely (0%-2%) participate in cooperative education programs. The majority of respondents were not aware of the extent to which disabled students used either of these programs.

Thirty-two percent answered yes when asked, "Are learning disabled students receiving specialized vocational planning and job placement assistance?" Some of these indicated that the scope of these services was minimal. Others felt that the learning disabled population was the most rapidly growing population of disabled students and that services to meet their needs had also grown. The comments regarding this item are more informative than the statistics:

> *"We have learning disabled students but they have not yet requested these services."*
>
> *"Yes, but it could surely be made more effective."*
>
> *"No, unfortunately."*
>
> *"At present, their needs are not different from other disabled students."*
>
> *"All of our students are developmentally disabled to some degree. Our programs are all responsive to that." (serves hearing impaired students.)*
>
> *"Individuals may request such assistance, but Career Services has had only one such request to date."*
>
> *"Not really anything more than other students."*

One survey indicated that learning disabled students were more prominent than any other disability group, but that no specialized vocational assistance was available. Respondents, in general, did not seem to be aware of the unique issues that arise for a learning disabled prospective employee. Mainstreaming students into existing services is certainly ideal and appropriate; however, their special needs entering the job market cannot be overlooked.

The CSSIG survey also asked whether anyone on campus conducts training regarding employment of the disabled and who the target audience was. Forty-nine percent said that training was taking place. The target audiences included employers (8.7%); faculty, staff, and students (14.5%); employers and university staff (1.9%); community organizations (1.9%); employers and community organizations (3.8%); university personnel staff (1.9%); career planning and placement (3.8%); disabled students (2.9%); employers and disabled students (1.9%). The remaining respondents (59.2%) left the item blank.

The survey asked respondents to list community agencies that are available to provide career development or placement services to students with disabilities. Unfortunately, the survey did not ask respondents about the frequency with which they rely on those services. Still, the majority of respondents were able to list at least a few agencies including Department of Rehabilitation, Project LINK (from Mainstream, Inc., in Washington, DC and Dallas), Independent Living Centers, Employment Department, Services for the Blind, American Federation of the Blind, Project with Industry (PWI), Mayor's and Governor's Committees for Employment of the Handicapped, United Cerebral Palsy Association, Multiple Sclerosis Society, Workers Compensation Board, Chamber of Commerce, Center for the Deaf, Epilepsy Foundation Placement Program, Private Industry Council, Jewish Vocational Services, Veterans Administration, Assisting the Disabled with Employment, Placement and Training (ADEPT) (California), and Job Training Partnership County Offices.

Finally, the survey asked respondents to suggest future projects for the Career Services Special Interest Group. Clearly, the need for information regarding the provision of specialized career services is high. Almost everyone requested one type of information or another, and the responses can be categorized as follows:

- Information regarding placement of disabled students and development of a computerized system for placing disabled graduates
- A network program with successfully employed disasbled professionals
- Information regarding training and networking with employers
- Information or training packages for use with university staff
- National survey of disabled graduates
- Information about effective outreach techniques and programs that encourage disabled students to get involved in their career planning early in their academic career
- Future presentations at AHSSPPE conferences
- Articles regarding "success stories" and employment issues in the *Bulletin*
- Information about new technology that aids disabled professionals on the job.

Still others expressed a need for information regarding the "types of jobs" people with certain "types of disabilities" could do. It is incredible to learn that people providing services to disabled students believe that jobs and disabilities can be classified! One person wrote, "What career options are available to the handicapped at present?" Without trying to be facetious, one could literally hand over the Dictionary of Occupational Titles and reply, "These!" The point here is that many Disabled Student Service providers are totally unaware of issues surrounding employment, and Career Planning and Placement staff are usually totally unaware of issues surrounding disability. Both groups of professionals must share information and increase their awareness before disabled students can obtain effective and thorough services.

CSSIG members reviewed these suggestions at AHSSPPE '83 and decided to take on a few projects that involve providing career-related information to AHSSPPE membership through *Alert* and the AHSSPPE *Bulletin*. CSSIG will try to include information related to "success stories," employment and disability-related legislation, cases in court, unique ways of accommodating disabled professionals on the job, and career planning. CSSIG will also try to keep abreast of related conferences and calls for papers and network the information so interested CSSIG members can participate; this will help, in turn, to familiarize other higher education professionals with AHSSPPE. Finally, CSSIG is considering developing a training package with individual modules on career planning and placement issues.

The Career Services Special Interest Group is excited about its progress in one year of existance. AHSSPPE members have expressed a high level of interest in increasing employment opportunties for the students they serve. In addition, AHSSPPE is beginning to attract professionals who provide career services as well as employer representatives. Although the results of the CSSIG survey are not statistically significant, it is hoped that the information provided will be of use to AHSSPPE members in their programs, and that they will share this article with their Career Services staff.

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Sampson, D.A. (1981) Getting that job: Concrete steps toward gainful employment. In *The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. The Fourth National Conference Proceedings of the Association on Handicapped Student Service Programs in Post-secondary Education.* Columbus, Ohio: AHSSPPE.

PLEASE NOTE: AHSSPPE's NEW PHONE NUMBER IS 614-488-4972.

Twenty-Three Heads Are Better Than One: An Update

JoAnne Simon *is with the Oppenheimer Management Corporation, New York, New York. She is the former Director of Special Services at Gallaudet College, Washington, D.C.;* **Sue Drew** is the Associate Dean of Student Special Services, Catholic University, Washington, D.C.; and **Linda Donnels** is the Director of Services for Students with Disabilties, George Washington University, Washington, D.C.

Five years after organizing around the question of access to post-secondary education in the Washington, D.C., area, Coalition leaders offer the following updated chronicle of their evolutionary and structural process of regionalization.

INITIAL EFFORTS

The idea for a cooperative area-wide effort to provide services to disabled students in higher education started to take form when Linda Donnels became the Director of the Office of Services for Students with Disabilities at George Washington University. Before starting her new position in September, 1978, she met with Judy Duff Adams and JoAnne Simon of Gallaudet College's Student Special Services to discuss Washington, D.C., area resources. It was agreed that it would be mutually beneficial to continue sharing ideas and concerns.

A month later at AHSSPPE's conference at Wright State University, they met again, this time joined by Whitney Stewart of American University; and they put together a plan to identify the people responsible for serving disabled students at all Washington area colleges and universities and invite them to become a part of a network to share ideas and resources. The network would later become an organization called the Nation's Capital Area Disabled Student Services Coalition.

ESTABLISHING A NETWORK

The first task was to locate the planning committee's counterparts. The process of locating the person responsible for disabled students' services on each campus became a lengthy investigation. It took six weeks and many phone calls to identify the 19 other people who attended the initial meeting. With rare exception, no one was easily identified through campus information or campus offices as being the person responsible for either support services to disabled students or 504 compliance. On some campuses, the President's Office did not know who provided services; on others, campus operators denied special service offices existed. Publicizing services for disabled students later became one of the Coalition's first topics of discussion.

The idea to meet was enthusiastically received. The first meeting was held at the D.C. Regional Library for the Blind and Physically Handicapped. Discussion included concerns, needs, problems, resources, and brainstorming for a list of all possible institutions that might be interested in participating. All participants made a commitment to continue meeting regularly. On the agenda for future meetings were an informational session on topics of interest such as interpreter services, learning disabilities, resources for blind students, and designing handouts for faculty members.

It soon became apparent that the group was extremely diverse in terms of services provided to disabled students. Some schools had no disabled students at all but were making efforts to comply with legal requirements on accessibility. Others had fairly comprehensive programs already established. However, no matter what kind of program existed, there was a common concern—creating an awareness of disabled students' needs and abilities. Promoting awareness became a main focus of the Coalition's activities, in addition to the original purpose of resource sharing and professional support. It was decided that an area-wide collegiate handicapped awareness program would be an effective way to enhance awareness efforts. As a result, Collegiate Handicapped Awareness Week has become an annual project for the Coalition.

As with many Disabled Student Services Programs, budgetary restraints heightened the group's creativity. Initially, all anyone knew was that a great need for mutual support existed among services providers. Borrowing from the old "round robin" idea, the group decided to meet monthly, each month at a different location. The host institution was responsible for meeting space, light refreshments, and distribution of minutes in return for an opportunity to share their campus' efforts with colleagues. Community resources and publications were shared regularly and a scrapbook (really a portable library) was developed to help the group keep track of the many items of interest. Fortunately, each member's campus had certain resources the Coalition could tap. The Coalition managed to exist in this way for more than a year without assessing dues.

As the Coalition continued to meet and expand, the news about its existence reached farther and farther away from Metropolitan D.C. Members from as far away as Baltimore began to attend monthly Coalition meetings. The possibility of Baltimore area colleges spinning off and forming their own metropolitan area coalition has been discussed several times, though they continue their participation in the Coalition. Representatives from 23 different institutions of post-secondary education became the main body of membership. Along with members representing colleges and universities, the Coalition has been joined by interested individuals from such organizations as the President's Committee on Employment of the Handicapped, Office of Civil Rights, the new Department of Education, Washington Volunteer Readers for the Blind, National Rehabilitation Information Center, the Foundation for Science and the Handicapped, and others.

SOLIDIFICATION AND GROWTH

As the Coalition grew, becoming more structured was a necessary next step. The Nation's Capital Area Disabled Student Services Coalition modeled its constitution and organizational structure after AHSSPPE. An elected Executive Council consisting of the Coalition Chairperson and the chairs of four standing committees was established to provide leadership and coordination. The original standing committees were: Program (later to become Professional Development), Legislative, Membership/Publicity, and Special Projects.

The Executive Council met each month between Coalition meetings to plan activities, discuss policy, leap over organization hurdles, develop brochures, do all the million and one things one never expects to come up but do. With each step, Coalition members learned valuable lessons. For example, the first scathing letter to the editor of the Washington *Post* was not published because the Coalition didn't have its own address! Later attempts by individual members (on behalf of the Coalition) were more fruitful.

During the first year of the Coalition's existence, the research and planning for 1979s Collegiate Handicapped Awareness Week was the main task that helped solidify the Coalition as a group. The culmination of the Coalition's efforts was indeed a successful first attempt at a collective collegiate awareness program. Through cooperation among the network of colleges, the Coalition was able to produce results. From this initial attempt, a blueprint for further action was developed. The process of planning the week had unexpected benefits. Exploring resources at member colleges and in the community, brainstorming, and problem solving became practical sources of inservice training for members of the Coalition who were new to the field. For experienced members, there was an opportunity to refine and update skils for continued professional development. Within its own ranks, the Coalition identified some excellent resource people willing to share their expertise with others and devote the time needed to make the awareness program work. A strong commitment developed among Coalition members to promote quality services for students with disabilities at all area post-secondary institutions. By the same token, students participated in activities scheduled for their own campus and traveled to neighboring colleges for topics of interest. In this way, students were able to meet other disabled students in the Washington area. Community groups sponsored activities, some of which helped, serendipitously, to cultivate employment opportunities for graduates with disabilties. On several counts, then, the Collegiate Handicapped Awareness Week was successful. So pleased were they with the results of the Awareness Week and with the development of the Coalition that members compiled their experiences as a model to be shared with colleagues beyond the Washington, D.C., area. Through the paper "Twenty-Three Heads Are Better Than One: A Group Approach to Awareness Programs," presented at the 1980 AHSSPPE conference in Denver, Coalition leaders hoped to encourage colleges and universities in other areas to organize around their mutual concerns and approach them collectively, thereby increasing the impact.

Like every organization, the Coalition experienced growing pains. To become formal and adopt a constitution and by-laws or not? To assess dues or not? If so, how much? Individual or institutional memberships? What about those "extra-collegiate" members actively involved in promoting community access? How did they fit in? Should the group incorporate? Suppose some members had no funding for such activities? What did one get for his or her membership dollar?

As mentioned previously, these issues were settled by patterning the group's structure after AHSSPPE's. A nominations committee calls for nominations, develops a slate of candidates, and holds an election annually. Meetings are still scheduled on a rotating basis. Eventually the real world reared its ugly head and the step towards collecting dues had to be taken. The membership chair found herself with additional responsibilities. A coalition brochure was developed and contributions solicited to pay printing costs. Again, a low budget cultivated creativity. A brochure was designed so that the text could be updated quickly, easily, and best of all, inexpensively.

Another hurdle was reached when the initial frenzy of learning about new regulations, making structural changes, and organizing a program of support services died down. Each month the same people met. They had learned the same things over the last three years. People started to miss meetings. Topics of interest could not be addressed in the short time allowed during monthly meetings. The group needed something new to work on.

The Coalition sponsored a one-day workshop, "Life Safety on College Campuses" and charged a nominal fee. Approximately 75 people attended. It became clear that members' needs had changed. No longer did they need to sit around and share resources or complain about lack of facilities and funding. The days of soaking in any related information were gone. The Executive Council voted to hold meetings quarterly. These would be full-day meetings, part of which would address business items with the rest devoted to workshops on a topic of interest to the membership. The members felt their time would be spent more productively. This has since been modified to 3-hour meetings five times a year, two in the spring and fall and one during the summer months. Time is allocated at each meeting for professional development programs. For example, an upcoming meeting to be held at Gallaudet College will address members' concerns regarding the use, recruiting, and supervising of interpreters conducted by professionals from Gallaudet and the University of Maryland. The issue of English versus Sign Language for foreign students' language requirements will also be addressed.

The other "growing pain" of major importance is Coalition leadership. Of the original five executive Council members, only one remains active this 1983-84 academic year. The Presidency alternated between two people for 4 years, the four standing committee chairs rotating the same five people in and out of office. New leadership is being strongly encouraged. An addition to the Executive Council was made this year. A secretary now handles several of the responsibilities the host institution had, among others.

SUMMARY

As the Nation's Capital Area Disabled Student Services Coalition enters its sixth academic year, its goals remain largely the same: to continue promoting access to post-secondary education; to provide members with a forum to discuss concerns, share triumphs, encourage colleagues; to encourage increased participation of the membership; and to encourage and, in some measure, provide continual professional development to the membership.

In looking back over the Coalition's development, several ingredients for success become clear. First, there must exist a common purpose and the organization must continually strive to meet members' needs. Natural evolution is healthy and should be encouraged. Second, the organization must be flexible enough in its structure to lend itself to the introduction of new ideas, yet not be so flexible that it lacks character and definition. Third, more is accomplished collectively then individually. Furthermore, it prevents narrowness of purpose and stagnation of efforts. Lastly and perhaps most importantly, there must be a core of leaders willing to serve the organization for several years. While new members should always be welcomed and new leaders encouraged, the real work always seems to fall to a few people. It is only realistic to expect this in the beginning. A small core of leaders provide a new organization with the continuity and drive required to make it succeed. While the work is hard, the rewards are most gratifying. There is no-one among the Coalition's founders who regrets his or her involvement for a minute. Every Coalition member has found that banding together to reach common goals has been immensely helpful, both personally and professionally. An organization of peers, close enough to meet occasionally and call frequently, increases the speed and accuracy of our problem solving and enables us to concretely influence the creation of an accessible environment. Grassroots organizing not only improves our bargaining position locally, it strengthens our efforts nationally. Let's look to developing regional groups as a source of renewed strength and vitality for AHSSPPE and the struggle for access.

literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"Science Education for Hearing-Impaired Students: State of the Art" by Dr. Harry G. Lang and Dr. George Propp. *American Annals of the Deaf,* December 1982. (pp 860-869)

Reviewed by Pauline Ostrander, M.S., C.S.C., C.R.C., Director of Health Care Interpreting and Coordinator of Services for Hearing Impaired Students, St. Mary's Junior College, Minneapolis, MN 55454.

"Science Education for Hearing Impaired Students: State of the Art" is a concise, clearly written but unfortunately dismal study of contemporary science programs in residential, mainstream, and day programs throughout the country. In the study, representing 480 science teachers, the researchers found some startling facts in that most teachers receive little or no college training in science education; most teachers have little or no experience in teaching nondisabled students; most teachers have little or no inservice opportunities available to them; most teachers are not certified in science education; most teachers are not members of professional science education organizations; and last most classrooms are not equipped with adequate science laboratory facilities.

These facts, for the most part, did not surprise me. Being an academic advisor and counselor for hearing impaired students in a science-based health care education college, I have seen first-hand the enormous gaps demonstrated by our students in basic science understanding.

Their struggles appear to be two-fold: academic and attitudinal. Academically the students lack an understanding of introductory chemistry concepts, basic information regarding body systems (e.g., digestive, circulatory), and a knowledge of how to study or prepare for science courses. Attitudinally, they struggle to overcome their own insecurities about their ability to comprehend science concepts.

I was not surprised at the scant science laboratory facilities in programs for hearing impaired students. Having once been a sign language interpreter in a secondary setting, I was able to witness actual science learning. Most science courses were taught in a regular classroom with little or no opportunity for experiential or "hands-on" learning. Their hearing peers, on the other hand, held most of their classes in science laboratories. Course content varied greatly, as did the number of hours spent in science-related courses.

What did surprise me, though, was the teachers' perception of the problem and their approaches to improving the quality of science education. I was surprised that, in spite of the fact that most instructors recognized their own lack of science education, few belonged to professional science education organizations, and even fewer used already developed curriculum materials that emphasized a hands-on approach to science learning.

I was surprised at the fact that many teachers of the hearing impaired had little or no teaching experience in nonhandicapped classrooms. Isolated teaching experiences in hearing impaired classrooms limits the scope of teaching techniques, skews the perceptions of the abilities of hearing impaired students, and lowers performance expectations.

But I was alarmed by the figures indicating that 50% of teachers did not feel their students were prepared for postsecondary training and a more alarming 24% did not know if their students were prepared for college-level competition.

Most alarming to me, though, was the lack of recognition of the necessity for science education in preparing for careers in technology, much less the need for science literacy in many aspects of daily life. Both of these are being reflected in low numbers of teachers using hearing impaired role models in science professions.

There is a positive side to this seemingly dismal picture. Of the 1,200 people to whom questionnaires were mailed, a whopping 40% completed and returned them, suggesting concern. With concern we hope to see change and progress. From the results of this study, it appears imperative that science educational programs improve if our hearing impaired students are to compete with their hearing peers in college, in the work force, and within the technological society in which we live.

legal and legislative news

SAT Legislation Subject of Forum

Recently, the Commonwealth of Massachusetts passed legislation that waives the SAT requirement for developmentally disabled applicants to state colleges and universities. The original bill was conceived and sponsored by learning disabilities advocates, but was broadened during the legislative process to include applicants who are diagnosed as being developmentally disabled. It has been designed to set a nationwide precedent.

Admissions officers, handicapped student service providers, secondary school personnel, students, parents, and representatives from disability groups gathered together at a statewide forum at the University of Massachusetts, Harbor Campus, on February 15 to learn about the rationale and ramifications of the legislation.

Several of the concerns that have arisen regarding the interpretation of this bill include:

- What criteria are appropriate for determining the admission of qualified applicants?
- Who qualifies for the waiver, and how is that determined?
- Does the waiver apply to graduate school admission as well?
- What are the reactions of other disability groups?
- Does the waiver reinforce the false belief that students with disabilities cannot compete equally with nondisabled students?

The forum provided an opportunity for representatives from the higher education community and disability rights advocates to discuss the impact, provide various perspectives, clarify the actions under consideration by admissions departments, and open communication about mutual concerns.

Meanwhile, the National Federation of the Blind has already filed a bill that would amend the legislation so that it would not apply to blind or visually impaired applicants. According to NFB resolution 83-06,

> The mistake in so constructing the law becomes obvious when one considers that thousands of blind applicants to colleges and universities have run the gauntlet of standardized testing successfully for years, and in growing numbers have entered a wide range of professions—many of these being professions once thought impossible for the blind to enter at all. By needlessly setting aside the requirement that blind students endure such tests, this enactment reinforces the false belief that the blind really cannot compete with the sighted, and is therefore a problem, not a help, in our struggle for freedom and first-class status. To the extent that the blind have any

special problems with standardized tests, the answers lie in using alternative techniques for their administration, not in sweeping these ordinary obstacles to a postsecondary education out of our way.

The forum is being sponsored by the Massachusetts Association on Handicapped Student Service Programs in Post-Secondary Education. The results will be made available. Watch the *Bulletin* for further information.

WORK DISINCENTIVES FOR DISABLED STUDENTS BEING STUDIED

Veronica Leona Porter, Chair, Handicapped Affairs Committee

The Handicapped Affairs Committee of the Cooperative Education Association is currently exploring SSI and SSDI issues as they relate to disabled students and their participation in cooperative work experiences. In the past many disabled students chose not to participate in work programs because they were concerned about losing Social Security benefits. The legislation passed in 1980 that extended the "substantial gainful activity" time removed some of the disincentive. However, as of December 31, 1983, the extension legislation is over and new legislation or interim plans should be made. Those plans are not finalized yet.

Two new Social security publications that may help to clarify SSI and SSDI are:

- *Your Social Security Rights and Responsibilities Disability Benefits* (April, 1983 edition)
- *Guide to Supplemental Security Income*

The booklets are published by the Department of Health and Human Services, Social Security Administration, Baltimore, MD 21235.

The Handicapped Affairs Committee of the Cooperative Education Association plans to continue its efforts to clarify the regulations as they relate to students participating in Cooperative Education Programs and will keep you posted of its activities.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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editor's page

The AHSSPPE *Bulletin* is progressing through its second full year of publication, continuing in the effort to mirror the many images of service delivery and programming for disabled students. Our field is constantly growing and changing, enabling some of these images to be smoothly projected in soft shades of intellectual reflection, while others are heightened by the shadow of controversy. This spring issue of the *Bulletin* reveals our diversity.

The articles you will find in the feature section have been carefully selected to provide a comprehensive picture of the myriad of issues surrounding recent legislation regarding the waiver of standardized admissions testing for disabled students. It is not the business of the *Bulletin* to advocate a position in this matter or any other. What it has done is to present the topic from the perspective of those who have sponsored the legislation and those who must now implement it. It is important to note, however, that while early efforts are underway to duplicate similar legislation on a national level, the opportunity for input has passed, almost unnoticed, for AHSSPPE members in Massachusetts. As a result, many of us are now faced with the immediate task of helping our institutions develop procedures to carry out what has become a state law as we watch with wonder while another group swiftly files additional legislation that, if passed, will exempt them from the intent of the first.

Clearly, the use of legislation in the educational process is a powerful tool, and the voices of those who are knowledgable about the postsecondary process and disabled students need to be heard. The recent affiliation of AHSSPPE with the American Council on Education will help ensure such a voice on the national level; Association News contains additional information about this important step.

This issue of the *Bulletin* also marks the advent of an Editorial Board. We now have a mechanism for reviewing manuscripts and formulating policy, and each member of the Board brings welcome and varied experience.

Finally, fledgling authors should not hesitate to write or submit a manuscript because of a presupposition that it will not be "good enough." What is more important to this editor is the underlying concept to be expressed. Any idea that is important to its originator, and determined to be of relevance to the general readership, has the inherent potential to develop into a significant article that will become a part of the literature of our field. (After all, the entire *Bulletin* was once a gleam in someone's eye.)

Liz Neault
Boston, Massachusetts

president's message

Dear Fellow Members:

"Optimism is going whale hunting at sea in a row boat ... and bringing along a jar of tartar sauce!"

In my previous letter, I outlined four primary goals for AHSSPPE this year. Now I would like to bring you up to date on the success we have seen in steadily progressing toward these goals.

Goal 1: Restructuring and implementing an updated Executive Council and *Goal 3: Creating and filling leadership and committee positions* Accomplished.

As I have stated, most of the blueprint restructuring of the Executive Council was a collective effort of the AHSSPPE officers at an October meeting in Boston. In response to the November letter and yellow questionnaire, over 95 members responded with their preferences for becoming more involved in AHSSPPE. The long process of compiling the membership requests and implementing the revised Council structure is finally complete.

We now have seven strong Standing Committees (Legislation, Marketing, Membership, Publications, Publicity, Research and Development, and Special Concerns), each with an energetic chair and many new committee members who are now diving into innovative projects. As a standard responsibility, each chair is attempting to involve as many interested AHSSPPE members as possible in his or her committee. Each member who indicated a "first choice" interest in becoming a member of a specific committee should have received a letter from me by now which confirms that appointment and lists the name of the chair of that committee. Each chair, in turn, has received a comprehensive list of his or her committee members.

If you are one of those eager committee members and you have not heard from your chair about your active role, please feel free to contact him or her directly as a reminder. If you sent me a completed yellow questionnaire and you have not received a letter from me with an appointment, please drop me a note and I will quickly review my files.

Goal 2: Review and revise AHSSPPE policies and Constitution

Policies accomplished; Constitution needs member review and response.

Each Standing Committee now has clear-cut functions, responsibilities, authority to accomplish these responsibilities, and, in the President Elect, a readily available resource for advice on getting functions accomplished. In addition, the functions for each of the officer positions were reviewed and some revisions were made. Each position now has standard, assigned functions so that each officer can plan in advance to innovatively meet responsibilities. A master calendar of annually recurring AHSSPPE events is gradually being developed to enable each Executive Council member to plan ahead to meet responsibilities with new ideas, instead of planning at the last minute in a crisis to merely meet task deadlines.

The AHSSPPE Constitution should be reviewed annually to ensure that it reflects the most recent needs of the membership it represents. Single copies of the current Constitution are readily available to members from the AHSSPPE Business Office. Some changes have already been proposed. Members are encouraged to review their Constitution and to send written comments about any concerns by *May 15* to Philip Benson, Chair of the Legislation Committee, Columbia University.

Goal 4: Active objectives for each Standing Committee

In progress for accomplishment in time for the July conference.

As noted, the seven Standing Committees are comprised of some previous committees plus some new ones. Each committee chair has agreed to three objectives for his or her committee. These will be accomplished in time to be reported to the membership at the Open Business meeting of the upcoming July conference in Kansas City.

So why are these committees so important, anyway? The Standing Committees provide a two-fold nucleus for AHSSPPE. First, each committee provides an essential set of services to the association and to its individual members, e.g., Publications, Membership, Research and Development. Second, each committee provides the primary means for individual members to become involved in the association, and therefore to grow personally while contributing to association growth.

It is because of this two-fold nucleus of importance that we gave each Standing Committee a significant yet bite-sized set of objectives to accomplish in time for the Open Business Meeting in July.

There you have it ... an amazing amount of sturdy growth and progress in merely the 3 months since the Winter *Bulletin!*

I have just three requests of each AHSSPPE member for the next 3 months:

1. Watch for the Registration Form for the July 30–August 3 conference in Kansas City. As usual, there is a reduced registration fee for early birds.
2. If you are among the majority of AHSSPPE members, who will be attending the Kansas City conference, start making a list of questions or concerns to be aired at the annual open business meeting.
3. Get involved in those committee appointments which you have asked for. You will benefit, and so will the association.

For a comprehensive look at the AHSSPPE committees, and more than 100 members who are active, check out "A Bird's Eye View of AHSSPPE" on one of the upcoming pages!

Respectfully,
Alfred H. De Graff
President

on campus reporter

GROUP DEBRIEFINGS: PEER ASSISTANCE FOR THE PHYSICALLY CHALLENGED STUDENT

by Anne B. Nissen, Assistant Director, and Lillie S. Ransom, Coordinator of Cooperative Education, both, Experiential Programs Off Campus, Gallaudet College, Washington, DC. Reprinted with permission of the *Journal of Cooperative Education,* Vol. 20, Number 1, pp. 106-112.

PROCESS AND PURPOSE

"What you're telling me is so important the other students should be hearing it." This was a consistent reaction of coordinators as they listened to students report about themselves following their off-campus work experiences. The individual review session was wasted on only one coordinator's ears when the ideas and emotions expressed by the student had so much value for other Gallaudet co-op students.* As a result, the individual review sessions between coordinator and student became group debriefing sessions.

Co-op students received letters from the intake coordinator inviting them to attend one of four debriefing sessions. The letters had a return portion so co-op coordinators would have an indication of how many students would attend each meeting. It was imperative that students with different majors, different kinds of co-op experiences and varying degrees of hearing loss and communication abilities attend each session. Because Gallaudet students' hearing losses range from severe to profound, students prefer different communication modes, e.g., some prefer speech and speechreading, others prefer American Sign Language and finger-spelling, and many prefer some combination of all. The heterogeneity of the group contributed to group interaction and validity of experiences.

We have observed that students who are, or who perceive themselves to be different from their co-workers and supervisors have greater anxieties, pressures and personal responsibilities to bear than other co-op students. Women working in male dominated professions, racial minorities who enter predominantly white companies, students with physical disabilities entering the work world of the "able bodied" are examples of such. Not only is there the anxiety about satisfactory work performance which is common to all students, but with "different" students there are added anxieties concerning the fear of rejection and isolation as well as the responsibility for being "representatives" of their particular minority group: "If I fail, I will have shut the door for others like me." Contrarily, "If I am successful here, other students like me will have a better chance of getting hired here in the the future."

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*Gallaudet College is the world's largest liberal arts college for deaf individuals. All classes and activities are conducted through sign language and speech; consequently all faculty and staff are required to learn sign language. Gallaudet's Co-op program has often been the first to introduce deaf professionals to major companies.

Our students, who are deaf or severely hard of hearing and whose speech ranges from intelligible to non-intelligible, are, in many cases, entering the hearing work environment for the first time in their lives. At the same time, many of them are the first deaf pre-professional in that company and hence these students provide a "first" experience to many of their co-workers and supervisors. Since there are stereotypes of all minority groups, our students feel the responsibility not to perpetuate stereotypes about deaf people. Upon their return to campus from their new, and in many cases, pressured work experiences, the students have a need to discuss their feelings about reactions to what they have experienced.

The debriefing session provides a forum for students to share their experiences as well as the opportunity to put their experiences in perspective with other deaf co-op students and to receive peer support. Through these sessions, students realize they are part of a larger program, that many of the new things they experienced were not unique to them, and that others in the group solved similar problems in different fashions. In addition, because of students' limited knowledge of the world of work and career opportunities in their respective majors, they were able to gain a much broader and more realistic concept of what opportunities are available and what means other deaf students used to achieve success. The debriefing session was also designed as a strategy for coordinators to learn the most significant advantages of the co-op program from the students' perspective, since our perspectives often differ from theirs.

We believed the debriefing session would be important for all the above reasons; we were not prepared for the emotional and spontaneous outpouring of pride, support and expressions of incredulity as the students relayed their personal and professional accomplishments and challenges at these meetings.

At the outset of each session the students received a questionnaire which was completed and turned in before discussion began. Students told where they worked and described their job duties, then students shared answers to open ended questions, e.g., "What was your supervisor like?" "Did anything funny happen to you on the job?" etc. This technique created a comfortable, natural climate for sharing honestly and openly.

One student said that although she was hired as a computer operator, she was soon a computer programmer. Her supervisor had recognized her aptitude for programming and upgraded her job. When she said that her supervisor had seen beyond her deafness into her real abilities, all the students broke into a loud cheer. Other stories brought hurrahs and, in one case, tears as students identified and lived through each other's journey into the hearing world.

Communication—how it was accomplished, their fears about it, the signing skills of the co-workers—was a major issue. All students, even those with superior oral and speechreading skills, expressed a fear that they would not be able to understand their supervisors and co-workers. Many had been afraid they would be unable to understand directions that would be given to them and failure would result. However, by the end of the first week, most of the students were feeling "I'm going to make it, after all."

One student who had a less than satisfactory experience complained to the group that nobody signed at his work site. The other students jumped in with a variety of strategies for communicating and relating to the other workers. Since these suggestions and tips came from his peers, he was more able to accept what they offered than what a hearing coordinator might suggest.

The students freely identifed with each other; there was a great deal of "Oh, the same thing happened to me" or "I'm glad to know I'm not alone feeling like that." As a result of the sessions students realize that the job duties were probably less important than the environment in which they worked and how they responded to it. Some perceived themselves for the first time as change agents in the society rather than as victims reacting to it. In addition, they provided each other with ideas for coping, communicating and succeeding the next time out. In short, the peer support and esprit de corps established created anticipation and excitement about their next experiences.

This multiple choice questionnaire provided us with the following information. Of all the benefits of a co-op work experience (5 benefits were listed including earning money) as many listed "gained self-confidence" as all the other benefits combined. Very few listed money as the most significant positive benefit. Not surprising to us, a significant number of students also indicated that writing resumes and having interviews were new experiences. Learning specific skills, working with experienced people and gaining early experience in their career areas were other benefits of the co-op experience.

The Debriefing Questionnaire

The revised questionnaire used in the sessions is as follows:

Please Follow Directions Carefully!!!

1. What were the 2 most significant positive things that happened? *1 = Most significant 2 = Second Most Significant*
   ____ gained self confidence
   ____ developed career choice and major
   ____ earned money
   ____ developed a good rapport with hearing people
   ____ learned new skill
   ____ other ____________________

The Debriefing Questionnaire (Continued)

2. What were the 2 most difficult parts of your job experience? *1 = Most Significant 2 = Second Most Significant*
____ communication with supervisors
____ relationship with co-workers
____ job was boring
____ difficult job task(s)
____ other ____________
____ my job was too easy; nothing was difficult

3. What were 2 things you did the best? *1 = Did the best 2 = Did the second best*
____ followed directions
____ shared information about deafness
____ suggested new ideas
____ did quality work
____ was helpful
____ other ____________

4. What do you see as 2 greatest long-term benefits from your EPOC experience?
____ gained interviewing experience
____ early work experience in my career area
____ professional contacts
____ a better resume
____ increased knowledge of the world of work
____ provided a head start in the job market
____ helped me to pick a major
____ other ____________

5. What was new for you in this experience? *Check* any that apply to you.
____ first paying position
____ first time working with hearing people
____ competing with other people to get the job
____ having to interview for the job
____ different job duties
____ other ____________
____ nothing was new for me

6. How did you feel about the people you worked with? *Check* any that apply.
____ wish there were more people my age
____ wish there were more mature people
____ I liked working with experienced people
____ wish I had more time alone
____ wish my co-workers had included me more
____ other ____________
____ none of these were true

7. This was the first time in the hearing world that I ever felt... *Check* any that apply to you.
____ professional
____ respected
____ that people are changing their ideas on deafness
____ "I could do/I could make it"
____ I was a bother because of my deafness
____ other ____________
____ none of the above

8. What was most helpful of the EPOC pre-placement process? *Check* any that apply to you.
____ developing a resume
____ the EPOC workshops (Which one(s)) ____________
____ developing patience
____ having interviews
____ other ____________
____ none of the above

The Debriefing Questionnaire (Continued)

9. After communicating with hearing people at my job site, I felt...*Check* any that apply to you.
    ___ more people need to learn sign language
    ___ that people were interested in learning sign language
    ___ that no one was interested in learning sign language
    ___ that I developed an interest to teach people some signs
    ___ that I need to improve my oral skills
    ___ that I need to improve my writing skills
    ___ other ____________________
    ___ none of the above
10. How will your EPOC experience change your college program? *Check* any that apply to you.
    ___ change my major
    ___ change to a different school
    ___ postpone my graduation
    ___ modify course selection
    ___ take classes through the consortium
    ___ reschedule my classes to allow for another EPOC experience
    ___ has not changed my college program
    ___ other ____________________

RECOMMENDATIONS FOR ADOPTION AT OTHER COLLEGES

1. Reserve place and time for group(s) that will be involved; e.g., comfortable, easily accessible, not in conflict with classes.
2. Determine make up of debriefing groups, such as Returning Students, Handicapped, Minority Students, Foreign Students, etc.
3. Designate Coordinator(s) with specific populations in mind.
4. Send invitations to students with R.S.V.P. portion.
5. Develop a written questionnaire to be completed at start of the session. Our coordinators used the questionnaire as an information gathering tool but it will be used as the catalyst for discussion at the debriefing sessions.
6. Allow students to introduce themselves, place of work and to explain their role at the work site.
7. Begin the discussion from non-issue questions where everybody feels comfortable jumping in, then move to issue-laden questions.
8. Encourage and allow for individual perceptions and feelings and group reactions.
9. At the end of the session, reinforce positive and constructive comments made by students to one another.

Debriefiing sessions are not a new concept in cooperative education. However, few programs seem to be incorporating them because of logistics and time needed to develop and plan them. The usefulness of this process to both the coordinator and special population co-op groups is, however, well worth it in the long run.

SPOTLIGHT—A DIFFERENT KIND OF CAMPUS

The Bulletin *acknowledges the assistance of Ken Kopro, Media Coordinator for the National Theatre Workshop of the Handicapped, in compiling this article.*

"Students initially think rehearsal is just another class. But as opening night approaches, it dawns on them they are going to do a performance. Questions surface. Do I want to do this in front of an audience? Am I capable? How much of me is involved in my disability that could prevent me from doing this? All those insecurities that any able-bodied performer brings to an opening night, coupled with the insecurities of their own disabilities—you have a real problem. This is when I insist that they get the focus off themselves and onto the material."—Ray DeMattis, Instructor, National Theatre Workshop of the Handicapped

The National Theatre Workshop of the Handicapped (NTWH) is a comprehensive training program in theatre arts for disabled students. Classes are held at Manhattan Plaza in the Times Square area of New York City, located within the mainstream of the theatre world. Students receive training in all aspects of performing arts as well as the experience of actual performance. Classes combine various types of disabled students, as individual experiences are integrated and theatre techniques are explored.

National Theatre of the Handicapped students perform in a workshop production

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The program stresses an attitude of seriousness of purpose on the part of its students. According to instructor DeMattis, "Everything that we do in rehearsals is directed at treating the students as artists and making the production work. They know from the outset that the tone of this production is going to be professional. Towards the end of rehearsal, the idea catches fire. Once they see a peer start to go at it and really get results, whether it be an empathetic reaction or even a laugh, everybody wants it. That's the way it goes. That's what theatre is all about."

The objective of the program is for students to establish productive careers in the theatre world, and in the process become change agents for current media profiles of the disabled.

Rick Curry, founder and director of the school, is optimistic about the future of NTWH and is looking forward to the enrollment of more and more students. "After six years of constant work, the real work is only beginning. So far our training has taken in over fifty students and now we need fifty more, and sixty more after them. As the disabled become more and more talented in their crafts, they will no longer be kept out. Our time has come."

For more information, contact: The National Theatre Workshop of the Handicapped, 106 West 56th Street, New York, NY 10019; 212-757-8549.

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

AUDIBLE TRAFFIC SIGNALS ARE BARRIERS TO THE BLIND

by Gary Mackenstadt, President, National Federation of the Blind in Washington, P.O. Box 2516, Seattle, WA 98111; 206-488-0628. (This commentary first appeared in *The Newsline Voice,* Spring, 1983.)

The issue of audible street signals has been plaguing blind persons for more years than one cares to remember. Since the advent of public awareness regarding physical accessibility for the mobility-impaired, there have been countless individuals, both in and out of the field of work with the blind, who have attempted to make physical accessibility an issue which is relevant to the blind. Of course, those individuals who understand blindness and who believe in the capacity of blind persons to be independent know that physical accessibility is not an issue which pertains to the blind. With the proper training in the use of the long white cane or dog guide, a blind person can travel safely and independently in the world as it exists.

In recent years well-meaning but misguided souls have attempted to modify the world by removing what they perceive to be physical barriers to the blind. The installation of audible street signals has been one of the projects which these individuals have undertaken. For the reader who is unfamiliar with the concept, an audible street signal is a street signal which has a buzzer, bell, or bird call, the purpose of which is to let a blind person know when to cross an intersection. The logic of this position is that because mobility-impaired persons need curb cuts to cross streets, it stands to reason that blind persons need audible signals at intersections. Of course, one might ask, what is wrong with listening to the flow of traffic? What happens if the audible street signal malfunctions? What if a car doesn't stop for the red light?

The folly of audible street signals is obvious to independent blind travelers and to those individuals who believe in the capacity of blind persons to travel independently. The National Federation of the Blind, of course, has been in the forefront fighting for the right of blind persons to travel independently. We have been fighting for good travel instruction.

Our struggle with the airlines over the right of blind persons to keep their canes on airplanes is well known. We have been in the forefront championing the rights of dog guide users. Repeatedly, we have fought for the right of blind persons to have free and equal access to housing, restaurants, and other public facilities. Our struggle, however, has been against discriminatory attitudes about blindness, for negative attitudes and myths about blindness have created the real barrier to blind persons achieving first-class citizenship. Physical barriers have never been a problem for blind persons. Quite to the contrary, efforts to make physical barriers an issue relevant to the blind result from the aforementioned negative attitudes and myths about blindness.

Audible street signals fall into this category.

Editor's note: Differing views are most welcome and will be published in this section of the *Bulletin*.

AMERICAN COUNCIL ON EDUCATION AFFILIATION

As of February 1, AHSSPPE has become an official affiliate of the American Council on Education (ACE). This move reflects the growth and professional recognition of AHSSPPE and will provide important benefits and opportunities. According to Philip Benson, legislative chairperson, "This affiliation will in effect keep us in touch with the ACE network of up-to-date information on legislative and legal activity. I personally think they are the most effective educational lobbying association in the country."

ACE will become AHSSPPE's voice in Washington, and the association will become a resource to ACE for information about issues concerning disabled students.

GRANT SUBMITTED

AHSSPPE has submitted an application for a grant under the Handicapped Children's Model Program—Postsecondary Projects. According to Jane Jarrow, Executive Director of AHSSPPE, the grant seeks funds to support the development of a booklet on how a disabled student should go about choosing a college, and will also develop a secondary school curriculum to prepare students for the college experience.

UPDATE: SPECIAL INTEREST GROUPS

Patricia Yeager, Chair, Special Interest Groups, Auraria Higher Education Center, Denver, CO; 303-629-3474

Last November, President Al De Graff sent out a questionnaire asking for feedback on various organizational aspects of AHSSPPE. Thirty-six respondents indicated an interest in Special Interest Groups (SIG). Many suggestions were made as to topics around which new groups could be formed. Some concerns were voiced that the current Special Interest Groups need to be more active and, as the Chair reporting to the Executive Council, I am working toward that end.

Topics that were mentioned included:

- Counseling special needs students
- "Jr. AHSSPPE," focusing on preparing and informing high school students with disabilities of their higher education options

- Developing nations' concerns for their disabled citizens
- Computers and technology
- Developing grant, public, and private corporation sources for funds; identifying and providing information to the membership
- Current national issues
- Physical plant relations
- Innovations/ideas exchange

Since there are a number of good ideas to rally around, I would like to outline the procedure members must follow to organize into a recognized SIG.-

1. A potential SIG must submit a letter of intent to the Chair of the Special Concerns Committee. It must state minimally:
   - **a.** An identification of AHSPPEE members who are proposing establishment of the SIG (only AHSSPPE members can comprise the SIG)
   - **b.** The purposes, objectives, and functions of the SIG
   - **c.** The programmative and financial support requested from AHSSPPE
   - **d.** The proposed benefits from the SIG to be realized by AHSSPPE or its membership
2. The Chair of the Special Concerns Committee will review the letter, seek any further information, and report to the Executive Council a recommendation regarding recognition of the SIG. This recommendation would be based minimally on consideration of:
   - **a.** The appropriateness of the SIG's purposes, objectives, and functions as they relate to those of AHSSPPE, partially listed in Article III, Purpose; and
   - **b.** Whether the SIG's objectives are sufficiently broad to be of potential interest to a large proportion of AHSSPPE membership and therefore merit SIG status.

Regionalization was mentioned in one-third of the returned questionnaires. Dottie Moser of Harvard University is coordinating this project, and a meeting time has been set aside at the next conference for those interested in this area. Dottie has put together a map of the regions, and her contacts in the states will be commenting on them. The Executive Council is looking at ways to encourage the development without "taking over" the project. Please contact Dottie or make it a point to attend the meeting in Kansas City if regionalization is your interest.

It's always an exciting but bitterwsweet time as the "changing of the guard" takes place. The current chairs have certainly kept their SIGs afloat and are now looking forward to new leadership to further each group's interest.

Most all of the SIG groups are planning elections this year for a new Chairperson and a secretary. Call for nominations will be coming out in late April; we hope the candidates will be at the July conference in Kansas City. The balloting will take place by mail after the conference.

I hope all of you will participate in the Happy Hour information-sharing sessions at the conference as well as the planning group of your particular interest. Please continue to be vocal when problems arise or when you have a suggestion for the SIGs by writing or calling me. These groups are vital to the health of AHSSPPE, and it is my job to represent their needs to the Executive Council.

A BIRD'S EYE VIEW OF AHSSPPE

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Thomas Kellen, VA
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Marilyn Leach, MN
Kay Lesh, AZ
B.J. Maxon, AZ

Jan Scottbey, OH
Carolyn Smith, IN
Patricia Sonntag, CA
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PRA Committee
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Neal Hoffman, NY
Kay Lesh, AZ
Nancy Smith, WI

Nominations Committee
Vincent Chillemi, MD
Janet Rachel, CA

*Not AHSSPPE members.

upcoming meetings/conferences

1984 AND BEYOND—7th NATIONAL CONFERENCE

The Association on Handicapped Student Service Programs in Post-Secondary Education will present its annual conference at the Hyatt Regency in Kansas City, Missouri, from July 30 through August 2. The event will follow in the tradition of excellence which previous conference attendees have come to expect from AHSSPPE gatherings, including innovative sessions, highly qualified presenters, and careful attention to detail.

The Association also takes great pleasure in offering the following coming attractions, scheduled to premiere as Pre-Conference Workshops on Monday, July 30.

Richard Harris
Coordinator, Handicapped Services, Ball State University

A SHORT COURSE ON DISABLED STUDENTS SERVICES

Fast Paced, Riveting, and Eminently Entertaining!
An epic adventure—
Created and produced especially for new audiences

Also featuring Warren King, Jane Jarrow, and a cast of seasoned professionals who will address faculty awareness, classroom accommodations, theories of organizational models, specific service areas, and more!

9 AM - 5 PM $35 (includes luncheon)
STARTS MONDAY, JULY 30!

James Bouquin
Director, Disabled Student Services, Stanford University
Kirsten Gonzalez
Specialist for the Hearing Impaired, Mt. San Antonio Com. College
Virginia Stern
Senior Program Associate, Project on the Handicapped in Science

THE 'ORAL DEAF' STUDENT IN THE COLLEGE CLASSROOM

An important workshop on how to meet the needs of hearing-impaired students who rely primarily on speech and speech reading

9 AM - 5 PM $35 (includes luncheon)
STARTS MONDAY, JULY 30!

The Rehabilitation Engineering Center

PRESENTS

JOB MODIFICATIONS AND RESTRUCTURING

Come and learn about the history and application of rehabilitation engineering. Especially for job developers, vocational rehabilitation counselors, and student service personnel concerned with providing career services to disabled students

9 AM - 5 PM
$45 (includes luncheon)
STARTS MONDAY, JULY 30!

DEBORAH HETRICK
Systems Consultant
University of Pittsburgh

INTRODUCTION TO PERSONAL COMPUTERS: Professional Applications

An introduction to microcomputer technology and its specific benefits to disabled student services offices and other settings. Participants will have the opportunity to ask questions about their own computer needs!

9 AM - 12 PM or 1 PM - 4 PM
$25
STARTS MONDAY, JULY 30!

CATHY KEA
Institute for Research in Learning Disabilities, University of Kansas

LEARNING DISABILITIES: How to Provide Services Without an LD Specialist

Especially for those who are starting support services for learning disabled students

9 AM - 12 PM $25

AND

LEARNING DISABILITIES: New Methods of Assessment and Direct Student Services

A presentation on the use of learning strategies as a support service. Designed for those who already have learning disability services or programs in place.

1 PM - 4 PM $25
STARTS MONDAY, JULY 30!

AHSSPPE '84 PLANNING COMMITTEE

Edward Franklin, Chair,
Conference Planning Committee

Donna H. Phillips
Program Chair

Linda DeMarais
Special Events Chair

Joanne Bodner
Administration Chair

If you have not yet received registration materials, contact AHSSPPE '84, P.O. Box 21192, Columbus, OH 43221; 614-488-4972. For program information, contact Donna H. Phillips, University of Missouri, 126 Gentry Hall, Columbia, MO 65211; 314-882-3839.

The Waiver of Standardized Admissions Testing for Disabled Students– An Advocate Perspective

Angelica Sawyer *is a Special Education Advocate and member of the Learning Disabilities Task Force, Board of Regents, Massachusetts State Colleges and Universities. She has written several resource booklets on parent training and disabilities and is the founder of the Cambridge Association for Children with Learning Disabilities.*

Governor Michael S. Dukakis of Massachusetts signed H6421 into law on August 12, 1983. The law states that "no resident of the Commonwealth who has been diagnosed as being developmentally disabled, including but not limited to having dyslexia or other specific learning disabilities, by any evaluation procedure prescribed by Chapter 71B, or equivalent testing, shall be required to take any standardized college entrance aptitude test to gain admittance to any public institution of higher education in the Commonwealth. Admission shall be determined by all other relevant factors excluding standardized achievement testing." Six months after H6421 became Chapter 344 of the General Laws of Massachusetts, Angelica Sawyer, co-chair of the citizen's task force that worked for the passage of this legislation, reports on the movement behind the legislation and the progress of its implementation from the perspective of someone who was, and remains, closely involved as an advocate.

INTENT

It is important to note that the original language of H6421 focused exclusively on students with specific learning disabilities. The student with specific learning disabilities has been defined by the National Advisory Committee on Handicapped Children as follows:

> Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning

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problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances, or to environmental disadvantages.

RATIONALE

Those who work with college-age students report that there are a number of otherwise able students whose main difficulty is in processing written information. The student with learning disabilities who has achieved in high school and is "college material" frequently has trouble and does poorly on standardized exams like the SAT. There are several reasons for this difficulty.

- The questions on these exams depend heavily on the test-taker's skills in vocabulary recognition, in syntax, and in comprehension of the significance of the way in which a question is asked. For example, if a question is asked in the double negative, an answer in the positive is required. Learning disabled students frequently have trouble understanding these subtleties.
- Finishing these exams requires too high a level of speed in reading and processing material for many students with learning disabilities.
- A fatigue factor seems to work against this type of student.
- Many learning disabled students profit enormously from repeated exposure to a particular type of test *format;* however, with the SAT format that opportunity is frequently unavailable. Intensive SAT rehearsal is generally available only through costly private training programs, not available to most prospective college applicants.
- Test anxiety frequently blocks out rather than focuses a learning disabled student's attention.
- Nothing in the SAT format taps the strengths of many of these students, i.e., geometric pattern recognition abilities, ability to work with mazes, wholistic problem solving.

A learning disabled student who takes his or her SAT on one of the published dates, with a large group, and in a timed situation, will probably do so poorly as to mask the true level of his potential for college work.

THE UNTIMED DILEMMA

There are some candidates with specific learning disabilities who do better with the untimed SATs than with the timed test; for them the extra time is sufficient to gain a score that puts them in the "running." These students receive a special test format for the untimed test, not the same as the one given at the normal timed testing dates. Yet, there seems to be reason to worry about the scoring system for this special format and how the format was devised. To quote the Educational Testing Service's "Information for Students with Special Needs," a form that is sent to each applicant who has chosen the "Non-Standard Administration," "Colleges will be told that your scores were obtained under non-standard conditions, chosen to attempt to minimize any adverse effect of your handicap on test performance, and that the individual circumstances vary so widely that interpretive data cannot be provided." Moreover, "Ability Testing of Handicapped People," published by National Academy Press in 1982, indicates that these formats have not been validated for the population they are intended to serve.

When the scores for these untimed tests go to specific colleges, they are recorded on a form that merely reads "Non-Standard Administration," to reflect the particuiar applicant's access to special arrangements. However, no mention is made on the form of the type and extent of the special arrangement or the nature of the applicant's handicap, that is, the reason for requesting the special arrangement.

What happens to this pile of "non-standards" in the admissions office of a large university, particularly when an individual interview is not part of that university's admissions process? Are such applications looked at as too "chancey" to gamble on? A preliminary poll initiated by our task force indicates that this may be the case too frequently.

DIFFICULT CHOICES

Does the learning disabled applicant attempt to compete with the rest of the population in timed testing that works against the handicap, knowing that such a score will probably not reflect true potential (but hesitating to stigmatize himself or herself by calling attention to the handicap)? Or shall this student use the nonstandard, *untimed* form of the SAT, in spite of the fact that there exists neither at the Educational Testing Service nor elsewhere adequate knowlege of how to interpret its scores, nor sufficient confidence amongst college admissions officers in this form to overcome their reluctance at taking a chance on a student who has taken *only* the untimed version of the SAT?

Or shall the applicant throw caution to the winds, identify himself or herself as learning disabled on the application, and bolster the chances with an extensive portfolio that he or she hopes will speak adequately and even eloquently of achievements and potential?

If this applicant is four-year college material and can afford to pay the cost of an independent college, there are a number of such institutions which do not require the SAT. For such a student there is a fourth option: he need not take the exam.

However, for the majority of college applicants who have the potential and ability to attend a four-year college, the state university system is the preferred option because of lower tuition. Within this population, the percentage of students with learning disabilities has increased within the last few years, due to their success at the elementary and high school levels, through remedial services under special education laws. Those who never dared to dream of college have now been helped to believe in themselves.

A PRECIPITATING FACTOR

In the late winter of 1983, the Massachusetts Board of Regents, reflecting national concern over American educational standards, publicized their plans for raising eligibility standards for admission to the Massachusetts state college and university system. It was reported that the minimum requirement for acceptable SAT scores would be raised.

Several serious concerns began to reverberate among advocates for college-bound learning disabled students.

- What would the cutoff scores mean for our intelligent learning disabled students who cannot compete on the basis of their SAT scores?
- What would happen to these students all over Massachusetts who were programmed for success, achieved success in high school, and dared to dream?
- Would these requirements present an impasse for them?
- Is it not appropriate to exempt this population from criteria that discriminate against them on the basis of their handicap?

THE WAIVER

Our first hope was to work with the Board of Regents to develop clear and precise language that would serve as a waiver for applicants with learning disabilities, to be included in the Regents' new regulations. To help with this effort we put together a task force of interested citizens and, with the help of an attorney, developed appropriate language for such a waiver. We submitted this language through the auspices of the Governor's office, and then we waited for a response. It soon became clear to us that our concern was not necessarily the concern of either the staff of the Board of Regents or the majority of Board members. Furthermore, should they actually insert a waiver in their interim regulations, the protection it would afford might very well be transitory. The regulations could change much more easily than could a law. We concluded that we must take the latter route as well; too much was at stake.

THE BILL

In April, 1983, our bill had its day before the Joint Committee on Education. Students, parents, and educators testified. To our great surprise and delight, a representative of the Educational Testing Service also testified in support of the intent of the legislation. We had been able to collect and present letters of support from nationwide and statewide advocacy organizations; with very lttle advance warning of the date of the hearing, advocates across the state had begun to call their own legislators in support of our bill. On the day of the hearing, response from the Committee members to written and oral testimony was overwhelmingly positive.

A SURPRISE AMENDMENT

We were dismayed, however, when an amendment was brought in from the Committee, adding the wording "developmental disabilities," to describe a broad spectrum of applicants who should be protected by the waiver, in addition to persons with specific language disabilities. Apparently, this amendment reflected a concern of some members of the Joint Committee that the protection afforded by the bill to one group of handicapped people must be afforded to all handicapped people if it were not to be seen as discriminatory.

We were, however, concerned about the term "developmentally disabled" and testified to this concern. Did this term include such a broad range of handicapping conditions and such severity of needs that its inclusion would obfuscate the original intent of the legislation, that is, to protect students with language-processing difficulties who were, nevertheless, college material. Would this cause confusion on the part of the state universities, resulting in implementation delays?

We would have liked to consult representatives of advocacy organizations representing all the handicaps covered under the term "developmentally disabled" regarding this change in wording. However, we were being asked to decide then and there. The choice was accept the amendment or lose the endorsement of the Joint Education Committee. To delay would have been fatal. And so we agreed, taking comfort in the fact that the new wording of the bill gave all handicapped applicants the option to waive *or* not to waive.

THE PROCESS

As the bill progressed through the legislature last summer, our weeks were filled with an endless series of visits to legislators' offices to acquaint them and their aides with the issues that the bill sought to address and with telephone calls to their constitutents to acquaint them with the progress of the bill through the legislature. We identified key people important to the passage of this bill, and attended legislative sessions early and late. Just as we had found it important to keep in close touch with the office of the Speaker of the House, our bill now needed the "good offices" of the President of the Senate if it was to successfully pass through both houses and be signed by the governor before the end of the 1983 legislative session—in time to help youth applying to college for the 1984-85 academic year. To our great good forturne, the governor's office had early on indicated his support of our bill, while his special assistant for educational affairs and the director of his legal office provided guidance and leadership. On August 8, Governor Dukakis signed the legislation, and on August 12, 1983, Chapter 344 of the General Laws of the Commonwealth of Massachusetts went into effect.

IMPLEMENTATION

Our goal that spring and summer had been to prevail upon the institutional bureaucracy to move with sufficient speed as to have procedures in place for application and acceptance of handicapped students who waived the SAT in time for the entrance to college in September, 1984. We knew that this would be a large task, given the rapid sequence of events in the legislature and the fact that the legislation was finalized only in mid-August, while university personnel may have been on vacation. We did not fully understand, however, how relatively delicate the working relationship is between the Board of Regents and the various Massachusetts state colleges and universities. It appears that on some issues the Board of Regents can and does guide the universities; on other issues, however, its mandate is much less direct. For example, we were surprised to learn in the early winter that it was not the role of the Board of Regents to design the procedure for all state universities and colleges to use in accepting applications from prospective students waiving the SAT. As it turns out, this is the responsibility of each academic institution. The extent of the Regents' responsibility seems to be that of making certain that these institutions recognized, adhered to, and implemented its provisions.

It is now the end of February, 6 months after the passage of Chapter 344. To the best of our knowledge, the procedures for implementation of this legislation have still not been worked out by the majority of the Massachusetts state colleges and universities. Moreover, one university in particular has designed a procedure that includes perusal of the Individual Education Plan of an applicant who waives, as well as of the diagnostic reports, both of which the applicant must submit as part of his or her application package. However, it is not clear who will peruse the IEP, what they will be looking for, and how they will know when they have found it.

I would say that what we worried about in the spring, summer, and fall has come to pass; procedures for implementing Chapter 344 are not yet fully in place throughout the state and the application deadlines are approaching or have passed.

ADDITIONAL CONCERNS

Guidance counselors and special education personnel at every high school in Massachusetts need much more information from our state university system in order to know how best to advise their handicapped students who might wish to use the waiver. And they need to be informed by each institution of who the contact person for that information will be.

We also see a potential problem that we had not anticipated. A few of the postsecondary institutions tend to look for ultimate reassurance as to the applicant's ability to do college work in psychoeducational testing that he or she submits, losing sight of the greater likelihood that high school performance and teachers' recommendations may be the more accurate predictors. Tests of this sort and IEPs are a part of that applicant's history, but only a part.

Finally, we are concerned, as before, that our state university and college system's admissions process does not seem to be able, at this time, to provide a personal interview for its applicants. It may be that paper credentials are suffficiently relevant and adequate for the average applicant. However, we submit that the student with specific learning disabilities needs that personal interview in order to project both his or her creative abilities and his or her coping skills.

SUMMARY

The reader may ask the question "What do you feel *has* been successful about this venture?" Our response is that a number of good things have happened that bode well for the future success of our "cause."

First, we received the overwhelming support of the Massachusetts legislature for the concept and focus of our legislation. Throughout the several months that we were involved in working on the passage of the bill, we were continually assured that few bills work their way through the Massachusetts legislature so quickly.

In the months that have followed the passage of Chapter 344, we have continued to hear from parents, prospective or current college students, teachers, guidance counselors, and administrators at the secondary level who have given us their insights and have recounted their experiences as they relate to this legislation and its intent. These contacts continue to be helpful to us in our efforts to work with the Board of Regents and our Massachusetts state postsecondary institutions in making their campuses more accessible to handicapped students.

The Board of Regents has created a task force to consider the inclusion in their regulations of other waiver language for learning disabled students, in relation to the present requirement of 2 years of a foreign language in high school for admissions eligibility (effective as of 1987). This task force is also looking at the question of what Massachusetts state university and college campuses need in the way of additional resources for students with specific learning disabilities, as well as intelligent program planning and modifications for them. We as advocates are fortunate to have been included on this task force. Other members represent some of the Massachusetts state colleges, universities, and community colleges, as well as a member of the State Department of Education staff. We are hopeful that much fruitful interaction, planning, and decision making can come out of our meetngs, to enable intelligent college applicants with special needs to walk through the doors of our state universities and colleges in ever-increasing numbers and stay until they graduate.

Generally speaking, we have seen a growing trend on the part of administrators at both our public and private institutions towards concern about and interest in these same issues. It seems likely that the passage of Chapter 344 has had a part to play in their consciousness-raising.

The greatest success of all is to hear that students with specific learning disabilities and other handicaps are beginning to take advantage of the opportunity that Chapter 344 offers them, but does not require of them. This is the opportunity to compete through criteria that do not discriminate against their handicap and more accurately reflect their abilities and potential.

Chapter 344–The Campus Perspective

Andrea Schein *is the Director of the Disabled Student Center at the University of Massachusetts, Harbor Campus, Boston, Massachusetts.*

Chapter 344, a new short paragraph in the Massachusetts law, has broadened opportunities for admission to public education. The law also has had some confusing ramifications. Since other states may look to Massachusetts for leadership in this area, it is important for us to look back and see what we have learned about the implictions of the law.

On February 15, the Massachusetts Association on Handicapped Student Service Programs and Project Empowerment* brought together a panel of people involved in the development and implementation of Chapter 344 for an open forum. The statements made by the speakers and the discussion which followed were helpful and provocative.

PLANNING FOR CHAPTER 344

Angelica Sawyer, member of the Learning Disabilities Task Force which worked on the bill, described the lobbying effort. The law was passed quickly and, for technical reasons, went into effect only weeks after being signed by the Governor.

Elsa Gomez, Dirctor of Academic Affairs for the Board of Regents, reported that the new law caught the Board by surprise. The Board instructed each 4-year college to prepare a procedure for compliance, but many questions could not yet be answered.

There was no plan ready to suggest how the law would be implemented in admissions offices. Since 504, most college admissions officers had been waiving or downplaying the importance of standardized testing on an individual basis for those students who identified themselves as learning disabled.

In 1982, the Massachusetts Board of Regents announced plans to adopt a new admissions standard for all students. The new standard required each 4-year college to prepare an admissions policy including a gradually phased-in pattern of required high school courses and an eligibility index consisting of SAT scores and class rank. The admissions standard that was adopted by the Board included an SAT waiver provision for

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*Project Empowerment is a federally funded program of the University of Massachusetts.

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disabled, older, and disadvantaged students. Learning disability advocates were concerned, however, that a waiver provided by the Board might later be taken away unless protected by law.

(The admissions standard is resulting in another problem related to equal opportunity for learning disabled students. The requirement for high school foreign language courses may also be discriminatory to students with specific language disorders. A Board of Regents task force is now considering this issue, along with the issue of foreign language requirements for college graduation.)

Prior to Chapter 344, there was both precedent and practice for individual consideration of the applications of learning disabled students. Following enactment of the new law, the colleges one-by-one are now adopting special procedures for handling these applications.

PROCEDURES IN THE ADMISSIONS OFFICE

When Ron Ancrum, Director of the Admissions at the University of Massachusetts, Boston, spoke about the policy developed at his institution, he started by relating examples of the abuse of the law which had already come to his attention.

> One student from a public high school in Massachusetts sent a mimeographed letter from a guidance counselor stating that she was "learning disabled/dyslexia." She submitted an excellent personal statement and average grades. In an admissions interview, the student in her own words said that she was a "slow reader." She had been enrolled in several special classes, but both she and her mother indicated that she had never been tested.

> Another guidance counselor requested a waiver for a student, stating that he was "handicapped because of a language deficiency." Later, it turned out the language deficiency was that "Greek was spoken in the home."

The reliability of admissions decisions is dependent on the quality of information submitted. Ideally, college admissions officers should be using the information they receive to make the best decisions possible for the institutions at which they work and for the students.

The high school transcript and the SAT are the two most popular pieces of information. In the absence of the SAT, the high school transcript becomes more important. The transcript provides information not only on grades, but also on courses and levels of instruction. With students who are not the norm, have special talents, come from a different background, or are disabled, other factors become more significant in deciding not to deny admission. These factors include an interview, personal statement, and letters of recommendation.

The University of Massachusetts at Boston has adopted the following policy regarding the waiver of the SAT. First, the Admissions Office requires a letter identifying the student as disabled. This letter must be from the principal, head of guidance, or a counselor. This letter should identify the disability, given an appraisal of academic ability, and anticipate what services will be needed. Second, the student must also submit some recent medical documentation. The policy does not dictate what the documentation should include, but requires evidence of diagnosis. This information is requested to substantiate eligibility for a waiver and will not be a factor in making admissions decisions. The college requires of all students a high school record, General Equivalency Diploma (G.E.D.), or other academic records. In addition, students requesting a waiver will be asked to come in for an interview or submit a personal statement. Additional letters of recommendation are optional.

Other colleges in the state have adopted different policies, including, in one case, the requirement that the student submit the Individualized Education Plan.

The law suggests waiver of standardized tests for admissions and does not specify only the SAT. The implications of the wording for the graduate school exams (GRE, MAT, GMAT, LSAT, and MCAT) have not yet been determined.

FACULTY PERSPECTIVE

Gary Siperstein (chairman of the Human Services Department, U. Mass/Boston, College of Public and Community Service and researcher on learning disabilities) spoke at the Forum about the barriers for learning disabled students in higher education after admission.

> Is the student qualified? Is he or she motivated to go to college? Or is it that his parents want him to go ... or that his friends are going? Learning disabled students sometimes find it difficult to aim for higher education because of problems in motivation, self-concept, self-esteem, confusion about career goals, isolation, and fear of failure. There are potential barriers in the academic program.

Beyond the admissions office, staff and faculty will have to work together to create an environment in which learning disabled students can do well. In-service training and consciousness raising are very important for increasing awareness of the needs and potentials of these students.

IMPLICATIONS FOR OTHER DISABILITY GROUPS

At the last step in the legislative process, the words "learning disabled" in Chapter 344 were changed to "developmentally disabled." According to the federal definition, a developmental disability must meet the following three criteria: (1) It must manifest itself before age 22 and continue indefinitely. (2) It must reflect a need for individually planned and coordinated services over a period of time. (3) It must result in substantial functional limitation in at least three of the following seven areas: self-care, expressive/receptive communication, learning, mobility self-direction, capacity for independent living, ability to be economically self-sufficient.

This definition obviously covers more than just learning disability. It includes many disabilities which may not interfere with the ability to compete fairly on the Scholastic Apptitude Test. One such disability is blindness. Al Sten, attorney and legislative chair for the National Federation of the Blind-Massachusetts, discussed legislation proposed by the NFB-M which would eliminate the blind from the waiver provision of Chapter 344.

Sten stated,

> As we of the NFB work to establish forever the rightful claim of every blind person to equality and full membership in this society, we need to insure that numerous denials and exclusions that have blighted our lives since ancient times are not compensated for either by unwanted favors and advantages, or by exemptions from the usual rigors of life.

He does not object to special treatment for people who need it, but, he says, "the key is not to generalize."

In fact, according to Marge Ragosta at the Educational Testing Service, studies are beginning to show that on specially administered SAT's, visually and physically handicapped students earn scores within 3 to 4 points of the mean and standard deviation of standard administrations. Learning disabled students test on the average about 60 points below the mean. Deaf students also test lower. (Interestingly, 80% of the students who use special testing are learning disabled, but relatively few are identified in college.) ETS is now doing a 3- to 4-year research program on testing handicapped people.

Thus, NFB's proposed amendment to Chapter 344 is a telling one. First, the bill reminds us to think about the real limitations we are accommodating and not to make general assumptions. Second, it speaks to the dangers of labelling. Sometimes, in trying to identify and accommodate disabled students, we lose sight of the fact that labels, even when applied for good reasons, may create negative side effects.

Some disabled students are in favor of Chapter 344, while others are less than enthusiastic. One student at the forum stated that he is "sick of being separated and told that he cannot do things."

> Sure we have limits, but there's no limit to our minds under certain conditions. ... Have them take it (the SAT) and have admissions people understand. They can take the test untimed or with a reader. ... If they are college-bound, have learned how to adapt, have self-confidence, they can show enough on the test. ... Otherwise you increase the colleges' fear that the student can't cut the mustard.

The student emphasized the need for improvement in public education for learning disabled students and called for more public awareness of the problem. He feels that public misunderstanding of learning disability is made worse by high schools that confuse "dyslexic" with "disruptive," placing all students with that label together in an environment where learning is difficult.

IMPLICATIONS FOR AHSSPPE MEMBERS

Six months after Chapter 344 went into effect in Massachusetts, we are not yet ready to assess the successes and problems brought by the new law. Chapter 344 has already resulted in increased public awareness of learning disabilities, has encouraged college applications from some students who might have been intimidated by the SAT requirement, and has compelled admissions offices to take a long, thoughtful look at their procedures for admission. Secondary benefits may include additional student services at the colleges, a fostering of the college aspirations for high school age disabled students, and reconsideration of academic adjustments in the colleges (for example, waiver of foreign language requirements for graduation).

The problems we have encountered in implementing the law result from two factors: the words used in the law itself and insufficient planning. The use of the words "developmental disability" is confusing and offers the waiver to many students for whom special administration provides adequate accommodation or for whom general administration is appropriate. The words "standardized admissions exams" cover many tests besides the SAT's. It may not be appropriate to require these exams if they measure and reflect the effect of the student's disability. The problem arises from not having realized this before, and planned accordingly.

The bill passed very quickly. The advocates did not have adequate opportunity to do several planning activities which would have eased the transition to effective implementation such as

- Confering with other groups adversely effected by the SAT (especially the deaf)
- Planning ahead with admissions officers to design model procedures
- Working with the colleges to insure that support services will be available

The development of admissions standards that do not unfairly deny admission to disabled applicants is complex. It is a problem that requires careful planning and consultation with many groups. Chapter 344 is a pioneering effort to resolve one of these issues through legislation. As time progresses, it is anticipated that this will be a major step in the direction of a fair admissions policy. AHSSPPE members need to keep a watchful eye on the resultant successes and problems and continue to communicate with each other.

literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"Career Maturity and Physically Disabled College Students" by E. Jane Burkhead and Corrine S. Cope. *Rehabilitation Counseling Bulletin,* 1984, *27*(3), 142-150.

Reviewed by Richard Grant, Coordinator of Career Planning and Chairman, Disabled Services Committee, Stonehill College, North Easton, Massachusetts.

Are physically disabled students as vocationally mature as nondisabled students? Are there correlations among sex, type of disability, age of onset, and career maturity? The authors of this article sought to answer these and other questions using *The Career Maturity Inventory* (CMI) with students from The University of Missouri-Columbia. The results are interesting and challenge some widely held beliefs.

Physically disabled students showed greater career maturity than nondisabled students. Specifically, they are better problem solvers. Women, both disabled and nondisabled, had stronger cognitive career skills than men. There were no significant differences between men and women on emotional factors related to career choice. Both age of onset and type of disability were unrelated to vocational maturity.

The authors speculate on possible reasons for these results, including that disabled students are better career problem solvers because they have had to solve so many disability-related problems. Perhaps.

I have some serious problems with this study. Their samples are small (40 disabled, 46 nondisabled), and the CMI has not lived up to expectations either in design or results. Numerous critics have argued convincingly against its validity (see Buros' *Mental Measurement Yearbooks*). The inventory measures response to "vocational vignettes" about other people, not the individual taking the test. The "right" answers to the questions are often a mystery to this career counselor. In addition, the instrument is clearly geared to a younger audience than college students; the maturity level measured is a very young one.

My own experience with disabled students does not support the results of this study. While most disabled graduates eventually find satisfying employment, they typically take longer than nondisabled graduates to do so. I have also begun to notice the emergence of what I call "the year at home." Disabled students tend to return home following graduation and spend the postcollege year in a state of "suspended vocational animation" before entering the job market. In my opinion, some of the reasons for this delay have to do with career maturity.

The authors were careful to qualify their results and caution against generalizing. Their statistics were often convincing. Certainly, some differences were found between the disabled and nondisabled population. However, I am not convinced that the differences are rooted in career maturity.

legal and legislative news

by Philip D. Benson, AHSSPPE Legislative Chair, Columbia University in the City of New York, Low Memorial Library, Office of Student Affairs, New York, NY 10017.

A number of legal issues have surfaced in the last few weeks. They arise in three different arenas: the Congress, the Supreme Court, and the Department of Justice.

THE CONGRESS

In the Congress, the Reauthorization of the Rehabilitation Act has gone to the Conference committee to reconcile the House and Senate versions of the respective bills (HR 3520 and S 1340). There are considerable differences between the two bills; the House Resolution, however, is stronger on several counts.

- Reauthorization period—The House version provides for a 5-year reauthorization period rather than 3 years proposed in the Senate bill.
- Authorization levels—The House bill would increase Basic State Grants by 9.95% for Fiscal Year 1984 and tie future increases to the Consumer Price Index for the remaining 4 years. The Senate would provide for 5% increases for the next 3 years.

- National Institute of Handicapped Research (NIHR)—The Senate version would create a Research and Training Center for Pediatric Research in the NIHR. It would provide, in the Department of Education, a single research focus on the problems of pediatric research tied to prevention and the development of the child for educational and intellectual growth. The House resolution does not mention this provision.
- Training—Both houses of Congress would restrict training to "qualified" personnel and would require the RSA Commissioner to identify personnel shortages on an annual basis. The Senate bill would add specialists in independent living, client assistance, and Section 504 to areas of personnel training.
- National Council on the Handicapped (NCH)—Both houses ask for the NCH to act as an independent agency to advise and inform the executive and legislative branches of government. The council would continue to have oversight and policy development responsibility over the two major rehabilitation programs in government, the Rehabilitation Services Adminstration (RSA) and the National Institute on Handicapped Research (NIHR).

THE SUPREME COURT

Grove City v. *Bell*

The Supreme Court, in a ruling released on February 28, generally supported the Reagan administration's narrow interpretation of federal law that prohibits sex discrimination by schools and colleges that receive federal financial assistance. The Court ruled that the law does not bar sex discrimination by a college as a whole; rather the law affects only those departments or programs which receive federal aid.

Indirect aid such as federal financial aid that goes to the students is enough to set the law in motion. However, in a six to three ruling, the Court determined that the colleges' obligation under the law not to discriminate on the basis of sex extends only to those programs that benefit from federal financial aid. The Court rejected the notion that once the law is set in motion, the entire institution is obligated not to discriminate. The impact of this decision on similar antidiscrimination laws is obvious. The case under review is *Grove City College* v. *Bell* and is generally viewed as a major victory for the Reagan administration on civil rights.

THE JUSTICE DEPARTMENT

The Justice Department asked for comments by April 16, 1984, on rules to be enacted concerning nondiscrimination on the basis of handicap in that agency. Several aspects of the rules reflect the narrow interpretation of law adapted by the Reagan administration in *Grove City College* v. *Bell* and various civil rights legislation.

The rules state that:

> Subparagraph [1] deviates from existing regulations for federally assisted programs because of intervening Court decisions. It defines "qualified handicapped person" with regard to any program under which a person is required to perform services or to achieve a level of accomplishment. In such programs a qualified handicapped person is one who can achieve the purpose of the program without modifications in the program that would result in a fundamental alteration in its nature. The definition reflects the decision of the Supreme Court in *Southeastern Community College* v. *Davis*.

The rules further state that:

> The Agency is required to make modifications in order to enable a handicapped applicant to participate, but is not required to offer a program of a fundamentally different nature. The test is whether, with appropriate modification, the applicant can achieve the purpose of the program offered; not whether the applicant could benefit or obtain results from some other program that the agency does not offer. Although the reversed definition allows exclusion of some handicapped people from some programs, it requires that a handicapped person who is capable of achieving the purpose of the program must be accommodated, provided that the modifications do not fundamentally alter the nature of the program.

In Section 39.150, Program Accessibility, Existing facilities further states that:

> This regulation adopts the program accessibility concept found in the existing section 504 coordination regulation for programs or activities receiving federal financial assistance ... with certain modifications. ... The regulation also makes clear that the agency is not required to make each of its existing facilities accessible (Sec. 39.150 (a)(1)). However, Sec. 39.150, unlike 28CFR 41.56-41.57, places explicit limits on the agency's obligation to ensure program accessibility (Sec. 39.150 (a)(2)). ...
>
> This subparagraph provides that in meeting the program accessibility requirement the agency is not required to take any action that would result in a fundamental alteration in the nature of its program or activity or in undue financial and administrative burdens. ...
>
> The Court's statement that section 504 does not require modifications that would result in undue financial and administrative burdens ... would be in effect under these proposed rules. The language of these rules continue [sic] in that vein.

The deadline for comment on these proposed rules was April 16, 1984. For the full draft, obtain the *Federal Register*, December 16, 1983, Vol. 48, No. 243.

The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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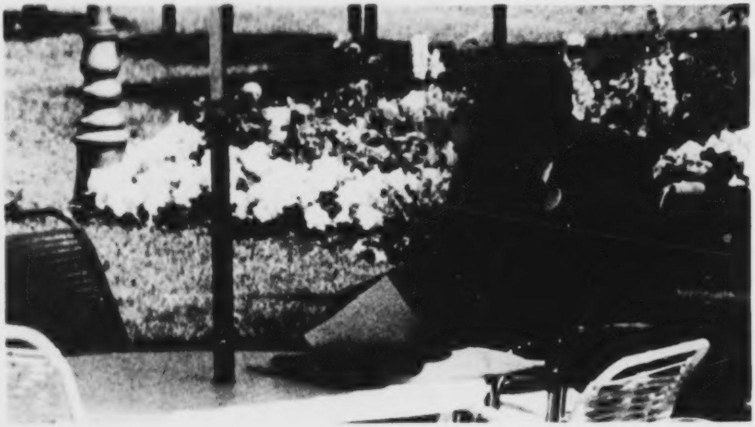
president's message



Dear Fellow Members:

In my two previous *AHSSPPE Bulletin* letters, I have addressed the direction in which AHSSPPE should be going in its organizational goals. In this letter, I will address a direction we may want to consider, leading our own individual campus programs.

This will be a discussion of methods which both promote life-management skills in the handicapped recipients of our access services and maximize the efficiency of our own program staff in the delivery of those services. For both the handicappers as well as the staffers of our programs and other departments on our campus, this administrative approach provides independence by promoting skills that make people self-sufficient. In an overall sense then, we will term it an "independence-promoting program."

INDEPENDENCE-PROMOTING PROGRAM

In first defining this IPP approach, we note that it has two primary objectives:

1. To educate disabled students to become self-sufficient in managing their own accommodations...skills which they will need during their entire lifetime, and
2. To decentralize access and accommodation services, when appropriate, as responsibilities and sometimes costs to be assumed by other campus departments and outside agencies

In promoting life-management skills in handicapped students, the IPP philosophy helps the student develop decision-making abilities and agency resources for self-sufficiency, both for the years of study at the campus as well as for the lifetime of career years beyond graduation. Here are just a few examples:

1. For new students, the program never expresses or implies a requirement for handicapped students to initially register with its office. It does not automatically assume that all disabled students will require its services in order to get various accommodations at the campus, for it respects the ability of most students to advocate for themselves independently.
2. Throughout a student's years of study at the campus, the program trusts the student with the decision of whether and when to use the program's support services. The program never requires a student to "check in" for a periodic review or evaluation, for it respects the student's maturity in knowing when he or she has a problem for which advice from the program might be helpful. The program staff guards against any maternal urge of referring to students as "my/our kids."
3. Whenever appropriate, the program coaches students on strategies for directly approaching academic instructors for needed academic accommodations. The student, however, is reassured that the program is always readily available if he or she encounters attitudinal barriers in instructors or has other problems in using this direct approach. The program sees no need, for obvious reasons, to routinely write ahead to a student's future professors to certify a disability or to speak for a student in listing what his or her needs will be.
4. Overall, the program "helps the student to help him or herself," instead of automatically "doing for the student." The program encourages the student to develop confidence, motivation, assertiveness, and the logical thought process required for identifying problems, developing hypotheses toward possible solutions, and testing hypotheses until the problem is resolved. When the student consults the program, the staff integrates the student into a team effort during the process of identifying how an accommodation might be made or a problem solved, instead of working independently of and resolving problems for the student.
5. The program helps students develop contacts with those outside agencies which provide adequate services. These are services a stu-

dent will need during an entire lifetime. After all, why have the campus program expensively duplicate an outside agency's services, and therefore merely postpone the student's knowledge of community contacts which will be essential after graduation?

In decentralizing, the IPP manages or houses itself only those services and access accommodations that cannot be adequately supplied by other campus departments and outside agencies. In contrast, a trend toward centralization would find the program tightly supervising or housing almost all services available at the campus that accommodate special needs. The primary rationale for centralizing services seems to be quality control, or as one coordinator put it, "If we have direct control over how almost all campus accommodations are provided, then we know they are being provided correctly."

To illustrate the contrast between centralization and decentralization, we might examine the two ways of accommodating students who need taped textbooks. The centralized approach would tend to tape texts and journal articles at the program office, using program staff and taping equipment. The decentralized approach would develop a carefully organized directory to refer students to national professional agencies that have massive libraries of books already taped as well as extensive organized studios for taping new books. If none of these agencies could tape journal articles, then the IPP would next go to the audio/visual media center on campus. They would ask if media staff and studio recourses would permit disabled students to routinely and directly come to the media center with taping needs. If the media center officially approved of the new policy, its budget would also begin to absorb (or charge students for) expenses. If the campus had no media center, then the IPP would begin supervising and possibly housing the otherwise unavailable journal-taping service.

Most campuses use a combination of the two approaches, with heavy weight wisely given to decentralization. Here the program is promoting the mainstreaming of handicapped students directly to other campus departments and, when appropriate, also the responsibilities and sometimes costs to those departments for the special accommodations they are directly providing. The advantages of favoring decentralization are at least five-fold:

1. The students with disabilities benefit from a mainstreamed, full campus life by using the same campus facilities as their able-bodied peers. The alternative is a set of segregated, separate activities just for handicapped folks. In a parallel example, would many campuses consider creating separate housing, physical education classes, campus transportation, or academic classes or labs just for students of any single racial, ethnic, or religious minority?
2. When many campus departments have accommodation responsibilities and perform routinely, a large population and variety of campus

staff members have the opportunity to see that accommodating students with disabilities is commonsense. Attitudinal barriers tend to disappear more quickly.

3. When many campus departments are making accommodations within their own service areas, the knowledge about how to make accommodations—and indeed the campus commitment to making accommodations—becomes widespread and not localized only at the disabled student program office.
4. The program coaches handicapped students on directly approaching the variety of campus departments and academic instructors. As a result, the student gains negotiating skills he or she will need for a lifetime of acquiring accommodations. In addition, the staff in various departments have increased contact with these students, see them as intelligent and articulate, and tend to lose any poor attitudes more quickly.
5. The IPP staff saves a considerable amount of valuable time, office space, special equipment inventory, and budget expense by not duplicating services that exist at other campus departments and outside agencies.

IN SUMMARY

An independent-promoting program need not worry about putting itself out of business by making all students with disabilities, as well as other campus departments, completely self-sufficient. There will always be need for an IPP as a readily available resource to those students and other departments, as a promoter of new innovations for accommodating disabled students, and as a host for services that are not appropriate for referral to other departments and agencies.

If you have comments about the IPP approach, please feel free to send letters or articles of reply to the Editor of the *AHSSPPE Bulletin.* There is certainly no single, universally best way to deliver campus services, so we would like *your* comments about the methods which work best at *your* campus.

After all, isn't that what AHSSPPE is all about...sharing access ideas?

Respectfully,
Alfred H. De Graff
President

ADDRESSING THE CONCERNS OF SPEECHREADING STUDENTS: A TRAINING PROGRAM FOR ORAL INTERPRETERS

by James Bouquin, Coordinator, Disabled Student Services, Stanford University, 323 Old Union, Stanford, CA 94305.

The number of hearing-impaired college students who communicate orally is increasing at a rapid pace—probably more so than any other group of students with disabilities. These "speechreading"* students have unique concerns, often quite different than those of students who communicate manually.

This issue is demonstrated keenly in the case of classroom interpreting. A sign language interpreter is usually not appropriate for a speechreading student. Though the speechreader may have a profound hearing impairment, there is a good chance that he or she is not fluent in sign language. Perhaps even more important, the speechreading student may feel uncomfortable with the very visible presence of a sign interpreter in the classroom. In any event, the critical point for college administrators is that, for whatever reason, speechreading students have chosen oral communication as their preferred mode. It is the role and responsibility of the institution to present its program—in this case, classroom information—in a manner appropriate to *each* student's individual concerns. This is the heart of what we mean by "program accessibility."

The proper method for accommodating speechreading students, then, may be to use classroom *oral* interpreters. An oral interpreter is usually employed when the principal speaker is difficult to read, when there are several possible speakers (as in a seminar class), or whenever the speechreading student must be able to participate immediately in classroom discussions. The oral interpreter typically sits in front of the speechreader or across a seminar table—close enough for comfortable viewing. To an uninformed observer, the oral interpreter appears to be silently "mouthing" the words of other speakers. In fact, a good interpreter does much more: words or phrases that are easily speechread may be substituted for the speaker's, for example, and facial expressions are used to convey the affective intonations of the speaker's message. In some instances, a speechreader may want the oral interpreter to sign or fingerspell confusing words or phrases. Again, the key issue in providing inter-

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*The term "speechreader" is used carefully here. The "listening" end of spoken communication typically involves much more than mere words, and expression of the speaker's eyes and face may convey a great deal of the intended (or unintended) message. Thus, an oral hearing-impaired person does not only read lips; rather, he or she is a reader of *speech*.

preting services is to do so according to the concerns of the hearing-impaired individual involved.

The field of oral interpreting is presently at a much earlier stage of development than its sign language counterpart. The number of oral interpreters certified by the Registry of Interpreters for the Deaf (RID) nationwide is, at best, a tenth of the number of certified sign interpreters. It is a commonly held misconception that anyone can interpret orally or, at least, that any sign interpreter should be able to master the skill without special training. Experience has shown, though, that qualified sign interpreters may not be adept in oral interpreting, and their developed tendency to use sign language cadence and gestures often distracts speechreaders.

Not surprisingly, the issue of providing interpreting services for speechreading students has rarely been addressed in professional conferences and literature. It is likely that these students are better able than manual communicators to "get by" without interpreters, and so their concerns are less salient. However, it is time to address the issue of classroom oral interpreters, as increasing numbers of speechreading students enter college with a wider variety of capabilities and limitations.

Accessibility to any program is defined by the nature of the program itself and the specific concerns of the individuals involved. Each institution must determine its own best method of using available resources in providing appropriate accommodations. The following describes a method used by one university to develop a program of interpreting services for speechreading students.

* * *

At the outset of the 1983-84 academic year, there were eight students at Stanford University who identified themselves as "hearing-impaired"—*all* are oral communicators. Four of these students indicated an interest in interpreting services and two had specific requests for oral interpreters. Only one of these speechreading students is proficient in sign language; he prefers that his interpreters are able to sign, but only when necessary. Unfortunately, there are only three RID-certified oral interpreters in the entire San Francisco Bay Area, none of whom are available for classroom interpreting.

Stanford's Office of Disabled Student Services, established only in late 1982-83, initially attempted to accommodate our speechreading students by hiring certified sign interpreters who were willing to interpret orally. This approach raised several problems. Due to our relatively small number of interpreting requests (approximately 8 to 10 hours per week) and the uncertainty of future requests, it was not feasible to hire a permanent staff interpreter. Consequently, costs for individual class session were extremely high—from $20 to $30 per hour.

More significant was our difficulty in simply locating interpreters. There are relatively few certified (or even noncertified) interpreters in the

Stanford area and only a fraction of those are available for oral interpreting. In addition, university classroom interpreting is unattractive work for many interpreters; assignments are usually for only an hour or two on a given day, and the technical nature of most courses can be intimidating for someone without expertise in that field.* Twice during October, 1983, a speechreading Stanford student was unable to participate fully in class discussions because we were unable to provide an oral interpreter.

In November, 1983, we implemented a program which had been tentatively planned over the previous several months. Our primary goal was to train selected Stanford students in the skills necessary for classroom oral interpreting. This project was cosponsored by the Regional Interpreter Training Center, based at Ohlone College in Fremont, California.

The core of our program was an "Oral Interpreting Workshop," in which the actual interpreter training tool place. The workshop consisted of three 4-hour sessions over a 2-day period. The first session focused on general concerns of speechreading students and an overview of the role of oral interpreters in the classroom. In this session, also, students were videotaped in a "dry run" of interpreting. Playback of the tape gave us an indication of specific skills to be worked on. The second and third workshop sessions focused on developing these skills, with additional instruction on subjects ranging from facial expression to the professional code of ethics. Much of these sessions was also videotaped, for both immediate feedback and future "brush-up" reference.

In addition to the interpreting workshop, program activities included an open lunch discussion with the interpreter trainer (with special invitations to hearing-impaired students and members of the Stanford Students for Deaf Awareness organization), and an evening lecture/forum on "Speechreading in the College Classroom," open to the general community and facilitated by the interpreter trainer and hearing-impaired students and alumni of Stanford. These presentations, of course, were aimed at increasing the Stanford community's level of understanding of speechreaders' concerns and thus making the presence of classroom oral interpreters less of a spectacle to observers.

Our interpreter trainer for this program was Kirsten Gonzalez, Specialist for the Hearing Impaired at Mt. San Antonio College in Walnut, California. In addition to her work at Mt. San Antonio, Ms. Gonzales chairs the Oral Interpreting Committee of the Alexander Graham Bell Association for the Deaf, and is an evaluator for RID professional interpreter certification. Along with the vast expertise of Ms. Gonzales, our most valuable asset in the interpreter training project was the participation of a speechreading Stanford student. Besides being our most frequent consumer of interpreting services, this student is an active member of the A.G. Bell Association and other national organizations. He assisted considerably in the training process and in evaluating the trainees' potential for future interpreting assignments.

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*In fact, the local interpreter referral agency requested that we use their services for classroom interpreting as little as possible, if at all.

A total of 14 participants were involved in the oral interpreting workshop: the interpreter trainer, the speechreading student, 2 administrators from the Disabled Student Services office, and 10 interpreter trainees. The trainees, all Stanford students, were selected on the basis of interpreting potential and experience in communicating with hearing-impaired persons —they are either members of Students for Deaf Awareness or were recommended by speechreading students. In addition, most are skilled in sign language. The number of trainees was held to 10 because of the intensity of the training process. Eight of these students were eventually deemed acceptable for classroom interpreting by the interpreter trainer and the speechreading student participant.

A pleasant feature of our program was the relatively low cost involved. The interpreter trainer's honorarium ($400) was paid by the Regional Interpreter training Center at Ohlone. Use of facilities for the workshop, lunch, and lecture/forum was provided by the university, and Students for Deaf Awareness handled program publicity. We covered the trainer's airfare from southern California and housing in a guest room on campus. Additional expenses included rental of videotaping and other audio/visual equipment, a catered lunch for workshop participants, and a sign language interpeter for the lecture/forum. Our total expenditures for the entire program were less than $400—an amount "recovered" after some 20 hours of interpreting time in the savings from using our new student oral interpreters.

We pay our student interpreters at a beginning rate of $6.25 per hour. These wages, of course, are considerably less than those of interpreters in the general community, but they are the top scale for student employment at Stanford. The pay rate was determined by consensus of the interpreting workshop participants—the interpreters themselves. Accordingly, our students interpreters approach their work with a "professional" attitude far surpassing most student employment.

* * *

Three months after holding the Oral Interpreting Workshop, we are now surveying the results with great satisfaction. Our Office of Disabled Student Services is responsible for academic support services, and we have been able to honor every request for classroom interpreting. Our student interpreters have also been employed by other offices at Stanford, for instance, when a speechreading student participated in a university planning committee. In addition, another local university has expressed interest in hiring our interpreters to accommodate their speechreading students.

Our training program was not meant to replace professional programs, such as the Volta Series, and our student interpreters would not be appropriate for most settings. We have monitored our interpreters' performance quite closely, though, and the feedback from speechreading students has been filled with superlatives. In fact, the speechreading students report that they often feel more comfortable with *student* interpreters in a classroom setting—the student interpreters were more familiar with course material and protocol, they draw less attention from classmates, and being peers, they can be easier to communicate with than interpreters from the general community.

* * *

The oral interpreting program at Stanford University has enabled us to address a number of difficulties involved in accommodating speechreading students—most notably, a lack of available oral interpreters in the general community. However, our program is just one alternative to the issue of providing appropriate services for speechreaders. The nature of student concerns and administrative resources will vary with each institution; indeed, it is likely that the situation at Stanford will change considerably in the future. Probably the most gratifying aspect of college administration is to develop creative methods of enhancing students' education, while making best possible use of available resources. In any case, we must remember that *all* students—speechreaders, manual communicators, and those with full hearing—should be accommodated in a manner that respects and supports their unique capabilities, limitations, and personal concerns.

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speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

THE TROUBLE WITH SIMULATION

by Charles E. Hallenbeck, PhD, Director, Rehabilitation Psychology Subspecialty, University of Kansas, Lawrence, KS 66045.

There was a practice in Victorian England, popular among the gentry, called "poor-peopling on Wednesday afternoons." It was a practice about which Charles Dickens wrote most eloquently. It did very little for the "poor people," but it was very rewarding for the gentry who practiced it.

I was reminded of that practice recently, when a friend telephoned to read me an item from the local paper. The 28th annual program of the Kansas Association For Retarded Citizens had just been held in Lawrence, and one of its features caught the attention of a reporter. The article, entitled "Group Gets Feel Of Handicaps," told of a workshop in which a dozen people participated.

According to the article, "first they were blind, then mute, then they lost the ability to speak and write properly." They completed the workshop "knowing they would not be handicapped when the 2 hours were over" (a remarkable guarantee), "and for some, the most common feeling afterward was relief, because the handicaps they experienced were only temporary." The article went on to say that "even in the artificial setting (of simulated disabilities), participants experienced very real fear, anger, and frustration, often felt by the handicapped." Participants reported that because of their simulated handicaps, their priorities had changed. "Instead of being concerned with the quality of their work," they said, "they were primarily concerned with just finishing it."

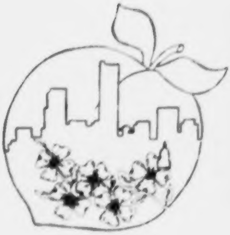
My friend knew that the article would concern me, as it did her. As a psychologist and a blind person, I have been a critic of the practice of simulating blindness, as in the so-called "trust-walk" popular on many college campuses. With no training in the alternative techniques of blindness, persons who wear blindfolds are forced to "trust" in the help of others with unobstructed vision. This practice usually strengthens the misconception most people have about being blind. In fact, the trust walk is designed to teach sighted persons about dependence and not about blindness. The trust walk is one of the standard techniques of human relations training, where it has only an accidental connection with blindness or blind persons. If, in the process of learning about dependence and trust, harmful attitudes about blindness are reinforced, that is often regarded as a "cost" well worth the "benefit" of the practice. The Helping Hand Strikes Again!

The article in our local paper convinces me once again that there is a great deal of mischief being created by those charged with the task of providing services to others. In expressing this opinion, I run the risk of revealing the "fear, anger, and frustration" the experts tell us is characteristic of the "handicapped." However, with unemployment among adult blind persons of working age still running at 70%, statements such as those concerning the quality of work by the blind must be challenged. I hope that even if I had the X-ray vision of Clark Kent, I would still experience the fear, anger, and frustration that this practice deserves.

I believe that with the proper training in the alternative techniques of blindness, and given a fair opportunity to compete, the blind can function independently as equals in this sighted society. Blindness can be reduced to an inconvenience or nuisance and need not be carried around as a crushing burden to turn life into tragedy and failure. I believe in myself, and look upon my blindness as just another characteristic, much like being from New York or weighing 160 lbs. I manage to lead a productive and gratifying life in spite of my weight, my place of birth, and my blindness.

How then shall sighted people learn about blindness, if not by putting on blindfolds and frightening themselves? That is easy. Get to know someone who is blind. Say hello to the next blind person you encounter on the street, without asking him or her if you can be of help. The blind are not constantly in need of help. Read about the organized blind movement. It has been on the national scene since 1940, and provides a clear voice on matters affecting the blind. There is no need to be afraid or to play parlor games. White persons do not learn about black persons or the civil rights movement by simulating blacks, nor do men learn about women or the women's movement by simulating women. The real trouble with simulation is that it only teaches one what one already knows, and it prevents one from learning anything new. Shall we stand in front of a mirror and marvel at ourselves, or in front of an open window and learn what it is like out there?

upcoming meetings/conferences



LIFE OF GEORGIA

"GEORGIA ON MY MIND"

This summer issue of the AHSSPPE BULLETIN reflects the passing of a torch from the light of a conference Whose Time Has Come to the promise that Waits In The Dark. 1984 AND BEYOND in Kansas City came with the fears and doubts of a future made present, but leaves with the certainty that Orwellian themes of newspeak and doublethink will bow to an earlier prediction—an optimistic belief that lingers and echoes in the soft words of a tenacious Georgia women whose time has gone, "After all, tomorrow is another day...".

AHSSPPE's Eighth is resting quietly in the city of Atlanta now—a sleeping giant of a conference being gently stirred to life through the efforts of Carole Pearson at Georgia State University and her local planning committee. Watch these pages of the BULLETIN for a vantage point as the process unfolds into a major summer event...Tomorrow.

AHSSPPE's Eighth Annual Conference, Atlanta Hilton Inn and Towers, July 24-27, 1985

The Second Annual Independent Living Exposition will be held October 5–7 at San Francisco's Civic Auditorium. Exhibits will feature Health & Home Care—services, facilities, nutrition, exercise equipment, housekeeping and hygiene aids, and personal care products; Education & Opportunities—open universities, correspondence and trade schools, home computers, insurance, and financial resources management; Mobility & Communication—wheelchairs, ramps, vans, telephones, interactive television, household security and surveillance, artificial sight, speech, hearing and memory aids; Comfort & Convenience—furniture, prosthetics, kitchen equipment, games, travel, tours, and recreation.

Speakers, seminars, and workshops, organized by the Expo's cosponsoring associations, will be concerned with new ideas, new legislation, and hi-tech advance that invite freedom and independence for the aging and the disabled.

Sports competitions, entertainment, and demonstrations, often by the aging and disabled, will highlight this 3-day event. Musicians, comics, dancers, actors, and celebrity appearances will create fun and excitement for young and old, able-bodied and non-able-bodied alike. Films, video shorts, provocative books, and periodicals will offer further enticement.

Nonprofit human service agencies, health facilities, and professional associations will play an important role at the Expo both as exhibitors and presenters. They'll have the opportunity to expand their communications in several directions when they meet the audience of consumers, professionals, and manufacturers.

A Job Fair will provide an opportunity for major corporations to showcase their affirmative action programs, to interview, and to actually recruit job candidates during the Exposition.

For further information call or write: George Labar, Director, Independent Living Exposition, 2087 Union Street, San Francisco, CA 94123. (415) 346-1071.

The University of North Dakota will host the International Conference on Rural Rehabilitation Technologies October 23–25 on the UND campus in Grand Forks.

The conference is designed to better document the needs of the rural handicapped individual in the home and at work, as well as inform participants of current and developing technologies and programs in the United States and other countries that meet these needs.

It is hoped that the conference will lead to the establishment of a network of professionals and rural handicapped individuals that will improve the dissemination of information on the use of technology in improving the quality of life for rural disabled populations.

For more information about the conference, contact Dr. Charles Page, University of North Dakota, University Station, Grank Forks, ND 58202. (701) 780-2494.

Academic Adjustments for Students With Learning Disabilities: What's Appropriate?

Sam Goodin *is the Coordinator of Services for the Handicapped at Indiana University, Student Services Building Room 104, Indiana University, Bloomington, IN 47405.*

In 1979 P.S. Jastram wrote that

> there will probably be no more persistent or difficult problem for faculty members than this question of how far it is reasonable or appropriate to go in waiving specific requirements or modifying significant skill-developing exercises in order to accommodate the limitations of a particular handicapped student. (p 19)

Proving that Jastram was correct in suggesting that this problem would be persistent, Peggy Gordon Elliott wrote in 1984:

> In the case of "fair" and "same," we need to do some serious consciousness raising and conscientious searching about how serious we are as faculties and institutions about sorting out this issue and addressing it. Because the needs for accommodation will tend to be unique, the responses will have to be unique as well. Perhaps a set of guidelines that can be employed in each instance would be a logical beginning. In fairness to all students and to the institution, one obvious rule would be that no accommodation is possible that would compromise the academic integrity of the school or the personal integrity of the student. (p 77)

WHERE TO START?

It was with these ideas in mind that I assembled, largely from journal articles, a list of what, for lack of a better term, I referred to as *academic adjustments*. For purposes of discussion only, I presented the list to 15 of my colleagues in Indiana and asked them to evaluate each proposed adjustment using the following codes:

A: I would strongly advocate this academic adjustment.
B: I would not myself advocate this but would see nothing wrong with a student's requesting it.
C: This would be detrimental to a student's development and/or jeopardize the integrity of the institution.

The only additional instruction I gave my colleagues was to consider that if an adjustment was appropriate for even *one* learning disabled student it should be marked as such, with the understanding that this adjustment might not be appropriate for *all* learning disabled students. The adjustments were as follows:

1. Extend deadlines for completion of class projects, papers, etc.
2. Analyze the process as well as the final solution (e.g., on tests or assignments involving mathematical computations, allow learning disabled students to show their work for partial credit).
3. Use parallel, but lower level, reading materials.
4. Provide learning disabled students with alternate assignments for extra credit.
5. Allow learning disabled students to use alternate methods for class projects (e.g., oral presentations or taped assignments rather than written).
6. Allow the use of proofreaders for written assignments:
    - a. To correct grammar and punctuation.
    - b. To indicate where mistakes are made so that the student can then make the needed corrections.
    - c. To reconstruct the learning disabled student's first draft.
    - d. To substitute higher level vocabulary for student's wording.
7. Allow learning disabled students to take essay rather than multiple choice tests.
8. Provide alternatives to computer-scored answer sheets.
9. Limit the number of alternative responses on objective tests for learning disabled students.
10. Allow extra time for learning disabled students to complete tests:
    - a. Time and a half
    - b. Twice as long
    - c. Three times as long
    - d. No limit
11. Allow learning disabled students to dictate answers to a proctor.
12. Allow the student to respond orally to essay questions.
13. Allow the exam to be proctored in a separate room.
14. Allow the use of basic calculators during tests and in-class assignments.
15. Don't penalize for:
    - a. Misspellings
    - b. Incorrect punctuation
    - c. Poor grammar
16. Allow other courses to substitute for math requirements.
17. Allow the following course(s) to substitute for foreign language requirements:
    - a. Computer Science
    - b. Sign Language
    - c. Cultural Courses

18. Allow learning disabled students to take a lighter course load per semester without losing full-time student status.
19. Allow students to tape lectures.
20. Provide a detailed syllabus. Syllabus should specify topics to be covered during each class period, material to be read for each lecture, assignment due dates, and test dates.
21. Make available, to learning disabled students, copies of instructors' lecture notes. Student should be able to prove attendance at lecture or have reasonable excuse for not attending.
22. Allow learning disabled students to withdraw from a class after last regular date for withdrawal.
23. Give learning disabled students priority registration.
24. Allow a proctor to rephrase test questions that are not clear to the student (e.g., questions that may contain double negatives; questions within questions).
25. Provide academic protection to reduce the anxiety caused by probation and suspension policies.

WHAT HAPPENED?

I have chosen not to present my colleagues' responses here. This was to make certain that the hastily made decisions of a very small, geographically biased sample are not construed as an indication of what is an appropriate adjustment. However, I found the disparity of the responses disconcerting. There were only six items on which more than two-thirds of the respondents agreed. On many items, approximately equal numbers marked A, B, and C. Among respondents who might be considered liberal (those who frequently marked A) or conservative (those who frequently marked C), there was still little agreement on specific items.

After some discussion, one colleague asked me when I was going to pass out the correct answers. I do not purport to know the correct answers. There are, however, some things of which I am fairly certain. The first is that what one professor termed a "conspiracy of silence" must end. In an age when deteriorating academic standards are likened to an enemy attack, we as a professional association should govern ourselves. We should develop universally accepted policies or explicit guidelines that are not only fair but that we can support without feeling we have become parties to a new assault on literacy.

The often-quoted section 84.44 of the HEW regulations implementing 504 offers some general guidelines for developing such policies but resolves few specific questions.

> (a) *Academic requirements.* A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic re-

quirements that the recipient can demonstrate are essential to the program of instruction being pursued by such students or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

(b) *Other rules.* A recipient to which the subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or dog guides in campus buildings, that have the effect of limiting the handicapped students in the recipient's education program or activity.

(c) *Course examinations.* In its course examinations or other procedures for evaluating students' academic achievement in its program, the recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the students' achievement in the course, rather than reflecting the students' impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).

(d) *Auxiliary aids.* (1) A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for the students with impaired sensory, manual, or speaking skills. (2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairements, equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. (PL 93-112, Subpart E, Section 84.44)

WHERE DO WE GO FROM HERE?

The policies or guidelines defining an academic adjustment may use 504 as a foundation but must resolve more specific questions. They should be developed by service providers, diagnosticians, faculty members, and high school teachers.

High school teachers should be consulted in the process because they have struggled with many of these issues longer than most of us, and there should be some continuity between their expectations of students and ours. That is not to say that in all cases we should adopt the implicit and explicit policies of the secondary schools. However, where we choose to differ with policies at the secondary level, high school teachers must be informed if they are to prepare their students for postsecondary education.

Diagnosticians should be involved and educated. Their reports must shed some light on what adjustments the students will need. In order for this to happen, they must be made aware of the fact that the reports needed by service providers in a postsecondary setting differ from those the high schools have used. For example, I have yet to get an assessment from a high school that includes the student's scores on the *Modern Language Aptitude Test (MLAT).* Yet it has been suggested that the *MLTA,* properly administered, is the best way to discern those students who will have the greatest difficulty learning a foreign language.

Faculty members with a thorough understanding of learning disabilities, preferably as a result of first-hand teaching experience, should play a significant role in developing policies or guidelines. There are two justifications for requiring those faculty creating policy to have a significant understanding of learning disabilities. First, we must make certain their opinions result from struggling with difficult realities rather than invoking historical platitudes. Second, in the absence of an understanding of these students' abilities and in the presence of excessive sympathy, all manner of adjustments might be endorsed with no regard for the student's or the institution's integrity.

Unfortunately, many of the possible adjustments involve issues faculties have debated and failed to agree upon since long before there were students identified as learning disabled on college campuses. Thus, though any policies will serve little purpose without the support of college faculty members, providing appropriate adjustments must not become an opportunity to continue to fight the old battles.

Service providers at colleges and universities should be in the forefront of those developing policies or guidelines relating to academic adjustments. This must include those who work exclusively with learning disabled students as well as those that work with all disabled students. Like any professional association, we have the option to govern ourselves or be governed.

Author's Note

I now plan to revise significantly both the list of adjustments and the response criteria in order to survey a number of professionals who may have an interest in what should constitute appropriate academic adjustments for learning disabled students. I would appreciate any suggestions for this project and would like to see any policies that have been developed at other institutions.

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The Learning Disabled College Student: Problem Areas and Coping Strategies

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The college student with learning disabilities poses a unique challenge to higher education. Unlike more visible populations of exceptional students, such as the blind or physically handicapped, college students with learning disabilities are not easily differentiated from their nonhandicapped peers and often do not receive the attention and aid their problems mandate (Ansara, 1971; Marsh, Gearheart, & Gearheart, 1978; Vogel, 1982). Cordoni (1983) states there are few college programs for LD students, and those that exist are filled many months before each year begins.

The paucity of special programs and services indicates that most LD students attend colleges without formal LD programs. In the current special education vernacular, these college students with learning disabilities are mainstreamed. But, unlike younger students with learning disabilities, who are protected by legislation and receive mandated services, college students with learning disabilities are on their own and may not be visible on campus.

Clark University, Worcester, Massachusetts, is a private, coeducational liberal arts university. The catalog states, "The role of Clark University in undergraduate education is that of a small college dedicated to advanced learning within the context of a university" (p. 2). There are approximately 2000 undergraduates at Clark. Students with learning disabilities must meet regular admissions requirements. At the time of the research, there was no special program or staff member designated to assist LD students at Clark University.

PURPOSE

Systematic study of college students with learning disabilities who attend schools without special programs for them is lacking. Furthermore, literature on learning disabled college students attending highly competitive schools, as defined by Barron's (1982), is also scarce.

At the 1981 national meeting of the Association for Children with Learning Disabilities, Clements stressed that adults with learning disabilities may aid in their own remediation and case management because of their abilities to reflect on their own experiences. Deshler (1978) has suggested investigation of strengths in LD adolescents and "integrities that are available for compensating for the deficit or circumventing it" (p. 20). Warner, Shumaker, Alley, and Deshler (1980) speculated that high-ability adolescents with learning disabilities develop ways of coping with or overcoming deficits, but they do not describe these coping strategies.

The purpose of this research was to explore problem areas and identify coping strategies used by college students with learning disabilities at a highly competitive university without a special program for students with learning disabilities.

METHOD

Subjects

The field of learning disabilities is plagued with difficulties around the areas of definition of learning disabilities and identification of students as learning disabled (Hallahan & Cruickshank, 1973; Kirk & Gallagher, 1979; Mann, Goodman, & Wiederholt, 1978). There is little agreement among professionals upon operational criteria for identifying people with learning disabilities (Hobbs, 1975), making it difficult to identify college students with learning disabilities. Therefore, a differentiated sample selection process was initiated. The study included both college students who had previously been diagnosed as learning disabled before college entrance as well as those who exhibited indications of possible learning disabilities on a questionnaire. Subjects came from several sources, including publicity throughout the university, self-referral, and faculty referral.

Questionnaire

To tap the population of college students who perform on psychoeducational measures as learning disabled and who had characteristics associated with learning disabilities but who might not have experienced unusual difficulty with college work and who had not been diagnosed as LD, the author designed a brief questionnaire and administered it to 314 students by visiting a variety of large undergraduate classes. The questionnaire tested auditory sequencing and visual-motor integration abilities and requested information about past and current learning. Students who took the questionnaire were solicited for participation in the research if they (1) had been previously diagnosed as learning disabled, (2) missed both digit or both drawing items, or (3) scored in the lowest 10% of the population tested.

Sample

Students who had the fewest indications of learning problems and who missed no digit or drawing items were solicited for the control group. The study population included 56 learning disabled and 24 control subjects. Twenty-five students had been previously diagnosed as learning disabled and 31 students exhibited indications of learning disabilities. There were

32 male and 24 female students in the LD group, and 14 males and 10 female students in the control group.

The range of participants' grade point averages was 1.63 to 3.67 (A equals 4 points, B equals 3 points, etc.), with the mean grade point average being 2.86. The mean IQ of the LD group was 110, and the mean IQ of the control group was 116.

Interview

To provide the opportunity for college students with learning disabilities and indications of learning disabilities to give their personal perspectives, an individually administered interview, designed for the study, was used.

The interview explored current functioning in college. It addressed areas in which learning was problematic and coping strategies used to overcome learning problems. Three educational psychologists administered the interview. Data collection took place from November, 1981, through May, 1982.

RESULTS

College Tasks

Learning disabled and control subjects were compared on interview data concerning college reading, note taking, objective exams, papers, oral presentations, and class discussion. Chi-square analysis was used. Significantly more LD students reported that college reading, objective exams, essay exams, and college papers were difficult than did control subjects. No significant differences between LD and control groups were found on reported ease of taking notes, doing oral presentations, and participation in class discussions.

Descriptions of the various academic tasks were grouped into themes and are discussed below.

Reading

Several themes concerning reading in college emerged. The most frequently mentioned theme was that reading took too long. More LD than control subjects ($p < .001$) mentioned that reading time was a problem. "Reading takes so much time, it's tiring," reported one LD student. Another LD student commented, "I need to do subvocal reading, which slows me down. Because it takes so long, I get bored." Other problems mentioned were skipping letters and words and lack of concentration while doing reading assignments.

Notes

A few LD students circumvented difficulties with class notes by not taking notes. These students either rely upon listening carefully in class or borrowing classmates' notes. As one LD student explained, "I have lots of trouble. I can't take notes. Now I listen to a tape because I can't write and listen at the same time."

Objective Exams

Memorization problems and difficulties with decision making were two themes discussed in relation to objective exams. One LD student commented that essay exams were easier if the questions were given in advance, allowing preliminary work to be done. One LD student reported problems with the abstract nature of essay exams. Time limitations, organization difficulties, and spelling and grammar difficulties were all mentioned as problems connected with in-class essay exams.

Papers

Comments about difficulty in writing papers were categorized into themes of organizational problems, time constraints, grammar and spelling problems, difficulties with ideas, and being able to think faster than write. Several LD students reported needing to do numerous drafts before handing in papers.

Class Presentations and Participation

Seven subjects in the LD group discussed word-finding difficulties in class discussions. These reports are consistent with psychoeducational descriptions of younger LD students, indicating expressive language problems. As one student described, "I have trouble with oral and written work. If I can't find the proper word, I use a whole other word. Sometimes I have to change a whole sentence around."

Help in College

While LD college students do report significantly more academic areas are hard than do control subjects, LD college students do not significantly differ from controls in the total kinds of help they report receiving in college. This finding may be explained because at the time of the research Clark University did not provide the specialized reading, study skills, and tutorial help that was available to many LD students in elementary and high school.

While overall use of kinds of help was not different for LD and control groups, more learning disabled students reported help from one category, university resources, than did controls. The university resource mentioned most often was the Writing Center.

Friends

Descriptions of help by friends included help in typing papers, proofreading papers, studying in a group, and borrowing class notes.

Faculty

Several LD students discussed faculty help, especially in learning how to write. "In all subjects I've asked the teachers for help and help with papers."

University Resources

The university Writing Center was mentioned often. "I should use the Writing Center, but I don't." "At the Writing Center, they go over papers and help me more clearly express my ideas." "Freshmen year I went to the Writing Center two to three times a week."

Family

Family help is "hardly utilized" by LD college students. One LD student reported that her mother typed her papers for her. Another LD student had his brother type papers and correct mechanics.

Tutoring

Tutoring was mentioned in the areas of reading and analytic reasoning. One LD student reported using tapes from Recordings for the Blind to assist him with college work.

Coping Strategies

In addition to the various kinds of help used in college, subjects discussed personal coping strategies.

Course Selection

Course selection in college is more flexible for students than in high school. This flexibility is used as a coping strategy by some LD students. The availability of an option where nothing is recorded on transcripts if courses are dropped also assists some LD students.

Self-Discipline/Effort

Some LD students described the extra effort they expend to meet academic requirements. These students realize that they can not leave assignments until the end, that they need extra time, planning, and effort to succeed.

Time

Use of time and needing more time to complete required work were mentioned by 21 students in the LD group. Only three control subjects discussed time pressures or spending more time on school work as a coping strategy. The difference between LD and control subjects who reported spending extra time on work was significant at the .05 level. Extra time was both a stress and a coping strategy. Most of the LD students realized they needed to spend more time for learning tasks and on exams.

Some learning disabled students required added time not only to study and do reading, but to get their thoughts organized for expressive language, both written and spoken. "I need time to organize my thoughts; I'm not good at speaking off the top of my head." Word-finding problems during appointments were often noted by LD subjects. In summary, the topic of time was one of the most frequently mentioned themes in the area of college coping strategies.

Typists

Typists were used by six LD students to cope with college work. "Essay exams are difficult, because no one can proofread."

Listening Strengths

Six LD students report using strengths in listening as coping strategies. "In classes I just listen and concentrate on what the professor is saying. When I write notes, spelling gets me all tangled," commented one student. Another added, "I don't take notes in class—just use a few phrases for a memory clue."

For these students, attending all classes was important. These students used class materials to organize their approach to readings and outside work.

Good Teacher

Seven LD students felt that having a "good teacher" was critical to success. For these students, a good teacher seemed to be one who provides a lot of structure and one whose class lectures illuminate readings. For the LD students who discussed various college teachers, the most problematic situation was where class material did not relate to readings. It is almost as if some LD students needed the repetition of material in class and in readings to learn, and they needed the structure of a well-organized lecture to pull together reading assignments.

Motor Behavior

Some students with learning disabilities use motor behaviors to assist in conceptual learning. Five LD students discussed outlining and writing out material as a study aid. This was used both for memorization of material and for general learning. One LD student reported reading aloud.

Conceptual Skills

Some students with learning disabilities seemed to use their conceptualization and problem-solving skills to overcome difficulties in memorization and dealing with detail. Putting details into a meaningful framework seemed to help some students. Others survived as best as they could until they did not have to rely upon strict memory. Several students mentioned that as subjects such as math progressed from reliance upon rote learning to application, they were able to perform better. Comments in this area were:

- "I take courses which rely on concepts—I can't remember the picky details."
- "Psychology was easy, mostly conceptual and not written."
- "I'm very strong at conceptualizing ideas and relationships."
- "I had no trouble making the application in history, government, and geography."

Miscellaneous, Unique Strategies

A few coping strategies were mentioned by small numbers or just one student. However, they could be used by other students.

One LD student discussed the motivating effect of anger. Another said, "I take many subjects in one area, to cut down on reading." This strategy seems to have merit for students with reading difficulties or time problems. Taking more than one course in an area or field at the same time could lighten the reading load. Also, although the student himself did not mention this, the clustering strategy could reduce the number of basic concepts and ideas handled by a student at a particular time, further simplifying organizational concerns.

One LD student specifically mentioned that it was easiest to learn if demonstration was used as a teaching technique. One student said that he used newspaper and magazine material to help him relate ideas for courses in his major. "Teachers like this, especially in class discussions," he reported. This student did not mention the easier reading level of these sources as being helpful. It sems logical that the easier level of these materials and the pictorial material available in them would enhance their usefulness for LD college students in some subject areas.

One LD student spoke of using internships as a way of coping. the student took an internship as a full course program during the semester in which he was interviewed. An internship can alleviate or lessen the strictly academic demands of university courses.

One LD student reported using a spatial or visual drawing technique as a helpful study aid. She had worked with the researcher to develop the technique of diagramming course material into unique configurations to better organize and remember it.

DISCUSSION

The inclusion of students in this study population who were never diagnosed as learning disabled but who showed marked learning problems was a departure from usual designs and yielded richer data. A follow-up study is in progress comparing those students with diagnosed learning disabilities with those students in the study population who had indications of learning disabilities but who had never been so diagnosed.

In probing the various academic tasks in college, more LD students reported difficulty with certain academic areas than did controls. The areas of reading, objective exams, essay exams, and papers were reported as problematic by more LD than control subjects. Needing more reading time and excessive reading assignments were discussed by more LD than control subjects. However, there was no difference in overall help received in college by LD and control subjects.

If more sources of help had been available, many LD students could have used that help. During the 1983-84 academic year, the author served part-time as Coordinator of Services for Students with Learning Disabilities, a newly created position. A total of 23 undergraduates with learning disabilities had 117 appointments with the coordinator, indicating that assistance was used when made available. Furthermore, the coordinator was able to suggest coping strategies, facilitate sharing of coping strategies among LD students, and enable LD students to use such resources as Recordings for the Blind, untimed exams, and partial-course loads.

The study of problem areas and coping strategies used by learning disabled students attending a highly competitive university without specialized services indicated that students used many self-developed coping strategies, but they also experienced more problems in learning than controls did. A small, but steadily increasing, number of colleges and universities are establishing support services for LD students. This study probed learning disabled college students' own views of the strategies most helpful to them, strategies that can be adopted by other LD students or institutions serving these students.

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literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"The Physically Handicapped Student in Medical School: A Preliminary Study" by Maggi Moore-West and Debbi Heath. *Journal of Medical Education,* 1982, *57,* December.

Reviewed by Martha Ross Redden, Director, Project on the Handicapped in Science, American Association for the Advancement of Science (AAAS), 1776 Massachusetts Avenue, N.W., Washington, DC 20036; 202-467-4496 (voice or TDD).

Disabled young people are just as apt to choose medicine as a career option as their able-bodied peers. In fact, since doctors have been primary role models for disabled children, they are more apt to choose medicine or a related field. However, the desire of disabled youth to enter medicine has not been met with enthusiasm by most medical schools. Several disabled physicians and other health-care professionals have identified themselves to the AAAS Resource Group of Disabled Scientists. Most of them report that getting into school was difficult, but completing school and practicing their profession presented no more problems than those faced by their able-bodied peers.

At AAAS, we are in contact with several disabled students who are presently applying to or attending medical school. Although there has been a great deal of discussion of the barriers faced by this group, there has been little written. For this reason, the research of Moore-West and Heath is particularly significant and helpful.

Moore-West, a medical sociologist and medical school professor, and Heath, a medical student and wheelchair user, make an able team to study the physically handicapped student in medical school. The research they report is a preliminary study that sought to determine: (1) the number of physically disabled students in undergraduate medical education, (2) the types of disabilities of the students, (3) the students' adjustment to their educational process, and (4) the institutional accommodations needed by particular disabled students.

A well designed questionnaire was sent to each medical school in the United States ($n = 117$). A letter explained the intent of the research and expressed an intention to establish an information network among the schools.

Sixty-two schools responded to the questionnaire. Of those responding, 20 schools had never accepted or matriculated a disabled student. In 37 schools, at least one physically disabled student had been enrolled. Five schools responded that they kept no such data on their students. The response rate from the schools gives an opportunity for significant research findings.

The schools that had not had disabled students enrolled tended to be smaller and newer than the other group. The reason given for not enrolling disabled students were no applicants, inadequate preparation, severity of disability, and rigid physical requirements of medical school. Half of these schools felt there would be no problem in admitting a handicapped student. However, some felt they were not prepared because of problems with physical arrangements, need of students for extra academic or emotional support, or possible negative attitude of the faculty. Some of the schools did seem to be making efforts to improve their ability to admit disabled students and identified benefits that such a student would provide for class diversity, e.g., acting as role model for peers and patients and bringing a new level of awareness to faculty members and students.

The schools that had admitted disabled students were, on the average, older and larger. If a school had accepted one disabled student, they tended to accept more.

The medical schools reported 72 disabled students enrolled between 1976 and 1980. Of these, 13 use a wheelchair, 11 are amputees, 7 are visually impaired, 7 are hearing impaired, 7 have one arm, 6 use a cane, 4 have Hodgkins disease, 3 have a hand deformity, and 14 have other disabilities. In ranking from very well to poor, 64 of the 72 ranked "very well" or "well" in acceptance by peers, and 40 of the 72 ranked "very well" or "well" academically. Only 5 students did "poorly" or "very poorly" academically. Twenty-three of the students have graduated, 2 are deceased, 2 have left school, and the remaining 32 were still enrolled when the article went to press.

Of the schools that had admitted disabled students, most felt that there had been few, if any, administrative problems. Eleven schools reported giving emotional support and nine academic support. Schools were working to change faculty attitudes and physical plant.

This study gives valuable insights to both disabled students anticipating a medical education and the medical schools to which they will apply. The authors report this is a preliminary study and suggest that the data can be used to establish an information network. They have laid the groundwork. Groups such as Foundation for Science and the Handicapped, American Society of Handicapped Physicians, AAAS Project on the Handicapped in Science, or AHSSPPE could pick up the challenge to carry on this research or the networking.

legal and legislative news

by Phillip D. Benson, AHSSPPE Legislative Chair, Columbia University in the City of New York, Low Memorial Library, Office of Student Affairs, New York, NY 10027.

Important civil rights legislation is currently moving through the congress. The bills, Senate 2568 and House Resolution 5490, have been drafted to safeguard the enforcement provisions of a number of civil rights laws, including Section 504. The legislation is intended to restore wide coverage to antidiscrimination laws that were drastically weakened by the Supreme Court decision in the case of *Grove City College v. Bell.* That ruling limits the scope of federal rules banning discrimination on college campuses that receive federal funds. According to the New York *Times,* "the bill would forbid any recipient of federal money to discriminate on the basis of sex, race, national origin, age, or handicap." "Recipient" is defined as any state or political subdivision, any public or private agency, institution, or organization, and any subunit of these entities that received federal money directly or indirectly.

Previous civil rights regulations generally interpreted the intent of the congress to exclude bias from all segments of any college or university that received federal funds. If there was evidence of bias by a "recipient," all federal funds to a recipient could be cut off. The Court ruled in the *Grove City* case that the government could not cut off aid to the college even though the college refused to certify that it did not discriminate on the basis of sex. In the case of Grove City College, federal financial aid is received by students enrolled in that institution.

Committee Hearings for HR5490 are currently underway. The Reagan administration, represented by William Bradford Reynolds, Assistant Attorney General for Civil Rights, has criticized the bill, stating that it went far beyond simple reversal of the Grove City decision. It once again places the administration in a position of opposition to the hard-earned civil rights of the disabled and other protected groups.

The progress of this legislation will be reported in future editions of the *AHSSPPE Bulletin* and *Alert* newsletter.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (616) 437-2675 (TTY-437-2730).

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

MEMBERSHIP CATEGORIES

Active Professional

Any persons actively working to enhance post-secondary educational opportunities for handicapped students. An Active Professional is eligible to vote and to hold office. Annual dues: $40.

Affiliate

Any individual supporting the purposes, goals, and objectives of this Association and choosing to make their own contributions in less visible or time-demanding roles. Affiliate Members may have voice but may not vote or hold office. Annual dues: $30.

Student

Any person enrolled in a post-secondary education program. A Student Member may have voice, vote, and hold office. Annual dues: $15.

Institutional

Any organization or institution of higher education; each member institution is entitled to appoint one individual who shall be an Active Professional Member, with all rights and privileges thereof. The member institution may appoint additional individuals to Active Professional membership in the Association at a reduced rate. Annual dues: $100; $15 for each additional member.

Make checks payable in U.S. funds to AHSSPPE and send to AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

AHSSPPE
Bulletin of the Association on Handicapped Student
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Advertising rates are available upon request from Special Press, P.O. Box 2524, Columbus, OH 43216-2524.

DISABILITY DISKS

AHSSPPE is please to announce the release of a line of disability-related buttons and magnets. Put them on your bulletin board or wear them around campus. OR... perhaps your student organizations would like to buy them in quantify and sell them as a fund-raising (and conciousness-raising) project!!!

Mix and match slogans to make up total number for order

I'M ACCESSIBLE
GIVE ME A SIGN
I GO DOWN ON RAMPS
PARAPLEGICS DO IT ON WHEELS
DEAF PEOPLE DO IT MANUALLY AND ORALLY
I'M NOT IGNORING YOU, I'M DEAF
I'M NOT DEAF, I'M IGNORING YOU
WITHIN CERTAIN LIMITS, MY POTENTIAL IS UNLIMITED
I MAY NOT BE PERFECT, BUT PARTS OF ME ARE TERRIFIC
HEMIPLEGICS DO IT ON THE SIDE
BLIND PEOPLE FEEL GOOD
BLIND PEOPLE DO IT WITHOUT LOOKING
DYSLEXICS DO IT WRITE
LD'S DO IT AT LEAST TWICE
STUTTERERS DO IT REPEATEDLY

Price Listing

BUTTONS	MAGNETS
1 — $1.00	1 — $1.25
5 — $4.50 plus $.50 postage/handling	5 — $6.00 plus $.50 postage/handling
10 — $8.50 plus $1.00 postage/handling	10 — $12.65 plus $1.00 postage/handling
50 — $35.00 plus $3.00 postage/handling	50 — $52.50 plus $3.50 postage/handling
100 — $65.00 plus $5.00 postage/handling	100 — $100.00 plus $6.00 postage/handling

Made to order buttons/magnets to sell—add $5.00 layout charge
Contact AHSSPPE for information on how to submit special orders

Order today from AHSSPPE
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president's message

For this fall issue of the *Bulletin*, I have asked the incoming President, Catherine Johns, to join me in issuing a joint letter. On October 15 each year, the President-Elect becomes the new President, and the President becomes the new Immediate Past President. It therefore seems logical to introduce this transition to the membership and to give the incoming President a head start on announcing new plans.

First, I want to thank the Executive Council for its team effort in this year's planning and implementation of some giant steps of progress. We restructured committees, designed standard functions and procedures for committees and officers, and provided new encouragement for the membership to take leadership and committee positions.

Moreover, I want to thank you, the AHSSPPE membership, for showing firm interest in taking advantage of these new opportunities. I have appreciated all your supportive phone calls, letters, and notes.

AHSSPPE offers a full range of benefits both to your campus program *and* to your own personal professional growth. Your responsibility, in turn, is two-fold: to use those benefits to the maximum extent possible as well as to help create new benefits by becoming part of the AHSSPPE leadership team.

Therefore, my final requests to you are:

1. continue to voice your needs and concerns to the current membership
2. take steps, yourself, to assume a leadership or committee position in the near future.

Respecfully,
Alfred H. De Graff
President

Dear Fellow AHSSPPE Members:

As Al prepares to assume a new, but certainly continuing dynamic and effective, role as AHSSPPE's Immediate Past President, I am prepared to assume the responsibility of the presidency. As this transition approaches, there are numerous thoughts and ideas I would like to share with you. This letter gives me the opportunity to convey some of these thoughts.

As I hope you already realize, AHSSPPE is a remarkable organization. We have applied the same creativity, work, perseverance, and commitment that helped us build our Disabled Student Service Programs (in many cases, in the face of considerable adversity) to forming and nurturing this organization. Thus it is no accident that, despite tight budgets, heavy work schedules, and overcommitments of time, we have accomplished so much in less than 10 years of AHSSPPE's existence. Among our accomplishments, we now have about 600 members, from 48 states in the U.S. and from abroad; we have received several federal grants and submitted numerous others; we have a full-time paid Executive Director and a Central Office; we have regular publications available to the members and others; and we have a stable Conference each year, drawing us all together.

Yet without a doubt we have many new areas in which to grow and many existing areas where, as always, significant growth leads to the need to establish new ways of doing things.

I believe this past year we, the Executive Council, and the Association as a whole have moved forward in several areas. Al outlined many of these for you, and I plan to continue to build on this framework. The most vital basis of the structure is a dynamic relationship with shared responsibility for AHSSPPE between the designated officials and the members. As Al also stated, we the Officers of the Association must seek to assess your needs and try to meet those needs. However, you the members *must* assume the responsibility of not only speaking out about your needs, but of *working* in the organization. I assure you there is enough for all of us to do! We must find our new leaders from among you. Happily, we have found many of you over the years and a significant number this year. We *will* need more, so please consider "diving in!" Believe me, the water is not so cold after about 30 seconds!

Having given a very brief outline of my basic philosophical perspective, I would like to quickly share with you some of my ideas and plans for this year.

- First, I plan to work with the Executive Council to continue AHSSPPE's established philosophy of strong membership involvement and responsiveness of the Council to members' needs. We are in the process of analyzing the Membership Survey you received and (we hope) completed and using these data for planning and decision making at the November Executive Council Meeting.
- Second, I plan to work with our Executive Director and appropriate Council Members to continue to secure adequate funding to keep AHSSPPE's Central Office going and growing. We need to develop resources of private, ongoing funding so that we are not permanently too reliant on government funding and its cycles. A balance of private and public resources for AHSSPPE is my long-term goal.
- Third, I plan to work to foster growth in our efforts to relate to two types of national organizations/groups: those serving persons with disabilities, including the National Council of Independent Living

Centers and the American Coalition of Citizens with Disabilities; and organizations in the area of higher education such as the American Council on Education (ACE), which we have already joined, and the American Association of Community and Junior Colleges, which is starting a Task Force on Hearing Impaired students. My ultimate goal is that AHSSPPE be clearly and immediately recognized as *the* organization representing the unique concerns of students with disabilities in post-secondary education.

- Fourth, and last for now, I hope to lead the able people on the Executive Council in their ongoing work to improve our publications, increase our membership, advocate effectively and monitor appropriate legislation, coordinate research and development efforts, increase marketing efforts, publicize the organization, coordinate and facilitate the activities of our Special Interest Groups and regional activities, and give you a memorable 1985 conference. Among the new tasks I hope to accomplish with the Executive Council are the review and refinement of AHSSPPE's Personnel Policies and Practices with finalization of our very own Policy. I hope to bring a synthesis of all these efforts to you next year in the form of a Report to the Membership, to be available at the Atlanta Conference.

I face the year with a sense of tremendous excitement and challenge, along with some anxiety. I have marked noon on October 15 by a toast to a year of hard work for a cause that lives in my heart and mind! I hope you will join me symbolically and consider joining with me *actively* to see that AHSSPPE continues to be the unique and remarkable organization that it is. I hope to hear from you.

Sincerely,
Catherine Campisi Johns

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

DISABILITY SIMULATIONS REVISITED

by Jane E. Jarrow, PhD, Executive Director, AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

I felt compelled to write this position paper after reading Dr. Hallenbeck's condemnation of simulation exercises as a means of teaching nonhandicapped people about disability (*AHSSPPE*, Summer, 1984). All of Dr. Hallenbeck's concerns may be justifiable, but as a strong advocate of the use of simulation I think there is another set of possible outcomes to consider.

If the simulation of a given handicap is too brief, it may, indeed, leave the individual fearful, frustrated, and left with that "if-it-was-me-I-couldn't-cope" attitude. I think simulation activities ought to be structured to give the participant a chance to get past the initial shock of not being able to do something—walk, see, hear, etc.—and on to exploring what *can* be done. In my own experience, largely in workshops for college faculty, I find that participants will quickly begin to develop (at least to seek out) compensation strategies. How much time is needed will vary with the task presented, but I like to wait until we are past the "good grief, I can't handle this" and on to the "how-can-I-beat-the-system" stage. Surely, that is what is really important—not the disability, but the coping. As someone (Cole Porter?) once said, "you've got to accentuate the positive!"

I always structure simulation tasks to be done twice, once with the functional limitations imposed and a second time with the same limitations but with appropriate accommodations provided. In this way, the last thing participants experience is the successful completion of the task *regardless* of the limitation, rather than the anxiety of being unable to perform. Moreover, I think simulation exercises should always be followed by a de-briefing. Talk about experiences, feelings, etc. Then, if by chance one participant failed to recognize the appropriate coping strategies, someone else in the group can bring them up!

Dr. Hallenbeck proposes to substitute personal interactions with handicapped folks for simulation exercises. I know of no better technique for changing attitudes than such interaction IF it is available and IF it is positive. The first problem in such a program of awareness training is that, human nature being what it is, some of the folks you most want to reach may find one-to-one interaction too threatening to even attempt until they have some objective information about disability and what to expect from a handicapped individual. Then, too, if ALL awareness training is left to personal contacts, you had better cross your fingers that the handicapped folks with whom initial contacts are made are good models for all the things you want that "novice" to learn. Stereotyping is NEVER appropriate, but it happens; its most common underlying cause is lack of information. If you have only met one handicapped person in your life, you are likely to assume that all disabled people have the same skills, abilities, interactional patterns, etc. If the only handicapped person you'd ever met was Helen Keller or Beethoven that wouldn't be too bad (though you would have some very unrealistic expectations for future acquaintances!); on the other hand, if your only contact was with Captain Hook or a bedraggled street beggar selling pencils, it is likely that you would form some very different (and not very pleasant) perceptions. The only way to combat such prejudice (and the restricted freedom and opportunities that it engenders for the disabled population) is through education. I believe everything we teach about disability and disabled people should emphasize similarities, not differences, with able-bodied people. In my experience, simulation exercises can serve this goal admirably when presented appropriately and used judiciously.

A college administrator I know has a sign hanging above his desk which reads:

"In a bureaucracy, the way to manage
is to make YOUR problem THEIR problem!"

I think simulation experiences can be a useful means of achieving that end.

NEW OFFICERS ELECTED

In a recent telephone interview, President-Elect Richard Harris divulged his personal philosophy for his upcoming term.

"A sense of humor keen enough to show a man his own absurdity will keep him from the commission of all sins, or nearly all, save those that are worth commiting."

Joanna Gartner, Secretary, had the following reaction to her recent election:

"I was really pleased. I think very highly of AHSSPPE—the people, the warmth, the creativity. ...I'm always impressed with how much I get from AHSSPPE. It's an organization I really believe in!"

PUBLICITY COMMITTEE

By Patricia Pierce, Chair

The emergence of AHSSPPE as a leader in the field of disabled student services has been matched by the growing need for a structured mechanism that will promote the Association's professional image both to the media and other related organizations. The Publicity Committee has been designated to be that mechanism.

The purposes of the Committee are to

1. Reseach, design and implement methods for promoting the professional image of AHSSPPE with the media and other professional organizations
2. Establish and maintain an up-to-date directory of publicity contacts
3. Establish and maintain a schedule of annually recurring and one-time AHSSPPE events that merit publicity releases
4. Design and update special letterheads and other forms for maximizing the media recognition of AHSSPPE publicity productions
5. Research, write, and coordinate news releases and other forms of timely publicity for AHSSPPE events

Members who have been active in the committee include James Bouquin, Barbara Rivlin, John Turesdale, and Jimmie Wilson.

The committee is currently in the process of creating a comprehensive list of media and professional organization contacts for various types of publicity and news releases. A draft directory is divided into five sections: major groups and associations, magazines, miscellaneous newsletters, television, and newspapers. Members of AHSSPPE are kindly requested to contact the committee chair with the names and addresses of media sources and professional organization contacts in local areas.

The committee is also charged with the responsibility of coordinating publicity for the 1985 annual conference in Atlanta. Much of the conference information you will receive and the national publicity AHSSPPE obtains will directly result from the efforts of the Publicity Committee.

Patricia Pierce, Chair
Publicity Committee
Vanderbilt University
P.O. Box 1809, Station B
Nashville, TN 37235
615-322-4705

NATIONAL OFFICE GETS TDD

AHSSPPE national headquarters, 614-488-4972, can now be reached by voice or TDD.

RESEARCH AND DEVELOPMENT COMMITTEE

By William D. Otis, Chair

Last fall president Al De Graff mailed out 500 letters containing, among other things, requests for volunteers to staff various committees. There are always a few hapless souls who will answer such letters. As it happened, I had been into the jelly beans again and volunteered for the chairmanship. The rest is history.

Who?

The name is William D. Otis. Born and reared in the Adirondack Mountains. Graduated from Gallaudet College (1966) and the University of Maryland (1971). Married, no children, 2 cats, 1 dog, large assortment of fleas. Am, apparently, the sole means of support for an army of vile-tempered bill collectors. Enough of me.

R & D?

The Research and Development Committee (16 persons) is charged with the following functions:

1. To determine and monitor the topics of survey/research needs of the membership
2. To promote and coordinate S/R projects within the membership and outside agencies in order to fulfull these needs
3. When a request to do AHSSPPE-supported S/R is received by the committee, to determine whether support is appropriate to established criteria; provide access to the membership address list and otherwise advise S/R efforts
4. To monitor potential funding and aid the association in S/R that will be shared with the membership
5. To facilitate the sharing of S/R results with the membership, through direct link to the AHSSPPE *Bulletin* and *Alert*.
6. To monitor and provide support to the AHSSPPE employment exchange.

Action?

To date we have conducted one survey and held one meeting in Kansas City. In the case of the survey, we mailed out 409 forms and received 180 replies (44%). The survey focused on research needs in such general areas as academic accommodation, assessment tools, service delivery systems, and awareness models. We also asked respondees to identify the research areas in which they could be expected to cooperate. A full report will be published after the November Executive Committee meeting in Atlanta. However, I can share with you the five specific subject areas that recorded the most concern.

In rank order they are:

1. Faculty awareness models
2. Career counseling
3. Paraprofessional training
4. Program funding models
5. Technical aids/special equipment

All subject areas and handicap categories drew substantial responses. I am simply reporting that the five areas listed generated the largest response.

Finally, the major purpose of this committee is to promote and monitor research projects (internal and external) that address the needs of our membership. To accomplish this we will need good communications and support from all active AHSSPPE members. After 7 months as chairperson of the R and D Committee I have been approached to assist in just one project! Obviously, we need to improve on this record. If you are currently conducting a research project or are aware of outside relevant projects (past or present), please forward that information. If you plan a project that needs funds or additional assistance we know of persons/ agencies that are interested in cosponsoring projects. If you have research needs or ideas but lack the time, funds, or personnel to proceed, maybe some other agency will pick up the project. The important issue here is that you communicate with us. Our telephone number is (614) 227-2563 (Voice or TTY). Our address is: Mr. William D. Otis, Coordinator, Research and Development, Columbus Technical Institute, 550 E. Spring St., P.O. Box 1609, Columbus, OH 43215-9965.

Now...C — O — M — M — U — N — I — C — A — T — E.

upcoming meetings/conferences

LIFE OF GEORGIA

"GEORGIA ON MY MIND"

AHSSPPE's Eighth Annual Conference, Atlanta Hilton Inn and Towers, July 24-27, 1985.

"The older, quiet cities were wont to look upon the bustling new town with the sensation of a hen who has hatched a duckling. Why was the place so different from the other Georgia towns? Why did it grow so fast?... The town was a mixture of the old and new in Georgia, in which the old often came off second best in its conflicts with the self-willed and vigorous new."

Description of Atlanta, 1862
(from *Gone With The Wind*)

"It's an international city. The amazing New South. It's Scarlett O'Hara. Subways. Hushpuppies. Millionaires. Mansions. And major league sports.

"It's got more than 30 different Peachtree streets, the world's largest drive-in restaurant, the tallest hotel in the world, the third largest planetarium in the U.S., and more trees than almost any city on earth.

It's friendly, hospitable, cosmopolitan and oh, so genteel. It's Atlanta. And you're gonna love it."

Description of Atlanta, 1984
(from Atlanta Convention
and Visitor's Bureau)

AHSSPPE has chosen a city that has just about everything to host a conference that will offer just about everything. The 1985 Conference committee, under the direction of Carole Pearson at Georgia State University, is working to create a conference that will match its host for innovation, energy, and excitement.

AHSSPPE '85—It's on your mind, isn't it?

1984 AND BEYOND—LOOKING BACK

It has been said every AHSSPPE conference possesses a flavor that lingers with us long after the final session has closed. In an effort to convey the true essence that was AHSSPPE's 7th National Conference, the *Bulletin* recaptures Kansas City through the words and memories of those who were there.

"I learned a lot just from being around some people who have overcome a lot of things we are trying to help students overcome. I met this blind gentleman and it seemed like, just in talking to him, it gave me a good feeling for the potential of some of the students I work with. It was good to relax and spend an hour with someone.

"There was a really good mix of people, and it's real comforting to know that you're not the only one grappling with something.

"I think it's the most appropriate conference that happens on a national level with disabled students."

Rick Moehring
Program Specialist
Kansas City Community College

"I think what you do in the halls is as important as what you get from the programs. I call that 'Corridor Work,' and the biggest value in it is the contacts with others throughout the country. Now I know particular people, and I feel free to call them and ask questions. For instance, I needed a speaker for a workshop I was doing, and I felt perfectly free to call Al De Graff. He referred me to somebody in Washington who came right down.

"The conference gave me a chance to see new developments and programs. I think they do a very good job, and I am planning to go next year. It's one of the things we budget for."

Margaret Jamison
Assistant Vice Chancellor
Louisiana State University

"I went because I needed to go to a national conference that would bring me up to speed again. And it did that. I think it was superbly organized. I know, because I do workshops on my campus and when you see a good one, you know what goes on behind the scenes.

"It did what a conference should do."

Harry Murphy, Coordinator,
Disabled Student Services
California State University

Audience participation and lively discussions have become the hallmark of AHSSPPE conference sessions.

HYATT
REGENCY
KANSAS CITY

Richard Harris, President-Elect of AHSSPPE (seated, left), William Garrison, Department of Education, and Douglas Lawton, Office for Civil Rights, address a conference session.

Conference Resource Rooms and Exhibit areas contain the latest developments in the field.

"My fondest memory? You mean I only have to give one? Well, I really liked the music at the banquet. And the workshop on Disability Culture—there's an excitement to being in on discussing something which I feel is on the cutting edge. But my fondest memory is the fun all of us had in getting together at 7 AM to be on 'Good Morning America'!"

Catherine Johns
President, AHSSPPE
San Diego Community College

Editor's note: To those individuals who willingly shared their memories and experiences to what was in several cases a virtual stranger's voice on the telephone, this editor acknowledges her sincere appreciation.

AHSSPPE HONORS ITS OWN

The *Ronald E. Blosser Dedicated Service Award* is the highest, most special honor that AHSSPPE can present to any member. It is the highest because it recognizes both an endless contribution of effort and a spirit of giving and concern that extends far beyond the parameters of any position. It is special because it is given not just for what a person does, but for who he or she is.

The 1984 award was presented to a man who has devoted his skill to the challenging post of treasurer, his knowledge as the constitutional scholar, his voice in the name of reason and moderation, and his conscience, that has guided the Association since its inception.

This year, AHSSPPE turns toward *Warren King* in gratitude and honor for all he has done, and all that he is.

Warren King, (left), recipient of the Ronald E. Blosser Dedicated Service Award, shares a moment with Ron Blosser.

Public Recognition Awards are presented to those individuals, institutions, or programs who have benefitted campus programs for disabled students through innovative ideas or projects. This year's recipients include *Elizabeth Donnelly*, Brookdale Community College, for the development and implementation of a comprehensive program in career development that serves over 5,000 disabled persons each year in New Jersey; *McBurney Resource Center*, University of Wisconsin, Madison, for the development and national distribution of a publication about learning disabilities; *Gail Uellendahl*, Queens Community College, for implementing an innovative work-study program for disabled studens; and *Patricia Yeager*, Auraria Higher Education Center, for her sustained efforts over the past 4 years to organize political, educational, and consumer support for statewide funding to benefit disabled students in Colorado.

Student Recognition Awards are presented to disabled students who have demonstrated outstanding efforts in making higher education accessible. AHSSPPE hopes to encourage student involvement in the issues of physical and programmatic accessibility on their respective campuses through the designation of student recognition awards and the accompanying $250.00.

This year's student winners include *Colleen Donnelly* from the University of Wisconsin, Whitewater, and *Boyd Petersen* of Montana State University.

Patricia Yeager prepares to receive a Professional Recognition Award.

IN CLOSING—A TRIBUTE TO A WINNING TEAM

"For me, the best part about putting on the conference was our team approach. I just have so much appreciation and respect for the other members of the committee. We truly did have a team—and that was the real joy!"

Ed Franklin, Member,
Conference Committee

Editor's note: The other members of that winning team include Joanne Bodner, Linda DeMarais, and Donna Phillips.

BEST COPY AVAILABLE

Has 94-142 Failed the College-Bound Disabled Student?

Richard Harris *is the Coordinator of Handicapped Services, Ball State University, Muncie, Indiana 47306. He has published research on the preparation status of disabled students and maintains an active local and national interest in the transition of disabled youth into postsecondary education.*

More than 10 years have gone by since the passage and general application of the major legislation guaranteeing the right to a free and appropriate education for preschool, elementary, and secondary level students with disabilities. Public Law 94-142 calls for an educational experience in the least restrictive environment and, when viewed with a wide angle lens, has been determined to be successful. However, for a portion of those students affected by 94-142, serious questions have been raised. Disabled students who display an aptitude for or express an interest in postsecondary education have come up way short of the intended goals of both 94-142 and Section 504, and strong indications are forming that attitudes and practices within the entire K–12 setting, but particularly in the high schools, are partially responsible for this state of affairs. Postsecondary professionals involved with the progress and success of disabled students have a vested interest in this growing concern.

LIMITED ASPIRATIONS

Disabled students have not applied to colleges and universities in the numbers one might expect. Valid statistics regarding disabled students are in short supply, and we generally have to rely on anecdotal accounts. However, baseline data has been collected on PSAT, SAT, and ACT completion for disabled junior and senior high school students in Orange County, California. It has been discovered that, in 1981 and 1982, only 18% of the disabled juniors in that district took the PSAT, while a mere 22% of the disabled seniors took the SAT (Killpack & Romero, 1983). Such data indicate that large numbers of disabled students do not foresee a college diploma in their future and consequently are not taking the steps necessary to obtain one.

INVALID TRANSCRIPTS

Few would dispute the philosophical and legal underpinnings of the 504 ban on preadmission inquiries for those students who do apply to college. However, overly flexible or broad admissions procedures may have an equally negative effect on disabled students by introducing them to situations where failure is destined, trauma deep, and recovery problematic (Harris, 1983).

A major factor in the admission of poorly prepared students can be traced to invalid, and hence misleading, transcripts. The pressured and sometimes crisis atmosphere of responding to the demands of 94-142 has led to situations in which an overabundance of help, inappropriate instructional and evaluative techniques, and sympathetic grading practices often produce a greatly misleading transcript and class rank.

The problem of invalid transcripts is compounded by the lack of validated test instruments. Quite often, tests that purport to measure knowledge or aptitude are designed to reflect disabling conditions. In situations using special formats such as braille, large print, oral, or untimed administrations, inconsistent administration adds to the questionable nature of the results.

Finally, admissions offices and disabled student service personnel are not properly evaluating the characteristics of students who have been educated through homebound, special setting, mainstreamed, or special education instruction. In some cases, disabled applicants are emerging from an educational combination consisting of all four modes.

The concomitant result of these factors has led all too often to the granting of admission to disabled students who are not able to compete successfully, given the limits of most remedial and compensatory support services. Some would argue that disabled students should be allowed to "sink or swim" just like other students. However, the emotional, financial, and physical costs to those students with a premature or wrong start are high. Additionally, the chances for this type of student to re-enroll are less than those for other students. Thus, an admission certificate should imply an estimate that the student has a reasonable chance of success.

INADEQUATE PREPARATION

This author's concern over the glaring deficiencies of many disabled students in the areas of independence, assertiveness, and general academic preparation has resulted from more than 11 years of experience and observation. Compared to 7 to 10 years ago, students generally are far less able to understand or cope with the demands of college. The success rate —socially, academically, and in career placement—of those students who have matriculated has been disappointing in far too many cases.

The preparation level of many incoming students is similar to the following case example. This is an excerpt from a long and anguished letter written by a college-level English teacher.

> His chief difficulty was that he was incapable of writing in longhand or of printing legibly. This was not because he was incapable of learning to do so, but because he had *never* been required to write a

single sentence of English by any of his public school teachers. He told me, and I have no reason to doubt his word, that his teachers had informed him that "by the time he graduated" vocally-operated computers would be available to do his writing tasks for him. Therefore he had recorded all assignments on tape during his high-school years, and had been given no composition assignments in any subject before that.

In an effort to document the problem, this author embarked upon a leave of absence during the 1982/83 academic quarter. Interviews with 10 disabled student service coordinators in seven states and visits to 8 secondary special education settings resulted in the following conclusions:

- There is an emphasis on rescuing, rather than empowering, on the secondary level.
- There is a widespread belief that special education students are not college-level material.
- Secondary personnel have a very low level of understanding of what attendance and achievement at a college or university would entail for a disabled student.
- There is very little communication between the secondary and post-secondary levels.
- There is generally no plan or "track" for disabled students with an aptitude or interest in further studies.

It is apparent that special educators, guidance counselors, parents, and perhaps the students themselves have not done very well in preparing for education beyond 12th grade. While the parameters of this problem cannot yet be accurately stated, it is encouraging that many disabled student service professionals are beginning to recognize its existence.

ADDRESSING THE ISSUE

A recent AHSSPPE conference included a program titled "Disabled Students in the Classroom: Strategies for Bridging the Gap Between Elementary/Secondary and Postsecondary Education" (Quinby, 1984). At this well-attended session, participants discussed their common observations and frustrations. One individual reported a survey of incoming disabled freshmen that showed that less than 10% had an elementary understanding of Section 504, while others reported on the generally underprepared state of their incoming students.

It was encouraging to note that several positive steps are being taken to counteract this problem. In addition to programs on college campuses, many participants reported being engaged in outreach work to public schools and the community. At Ball State, a slide/tape presentation has been developed that is geared towards 9th, 10th, and 11th grade students, parents, and school personnel. Through the words and pictures of enrolled college students, disabled high school students are encouraged to gain the skills necessary to succeed in a postsecondary setting.

RECOMMENDATIONS

The recent surge of interest (and grant monies) in transitional programs is overwhelmingly directed toward preparing the student for vocational enterprise. Since a relatively small percentage of the 250,000 to 300,000 students leaving special education programs annually are college-bound, the vocational emphasis is appropriate. However, the smaller but highly significant population of disabled students who can and should further their education should not be overlooked.

Disabled Student Service coordinators as individuals, and our entire Association, have an important role to play. Specifically, we need to:

- Inform ourselves as fully as possible regarding the philosophies, practices, and personnel related to disabled students in the public school system. Issues related to instruction, standards, evaluation ("The Transcript Is Splattered with the Milk of Human Kindness"), and college preparation need to be understood.
- Take steps to reach out and communicate with key people in the secondary schools. By making known the standards and expectations of your institution, secondary level personnel can be better equipped to prepare their students.
- Use successful disabled students as presenters in this effort, whether in person, print, or pictures. Their voice and credibility with younger disabled students, their parents, and school personnel can be most effective.
- Encourage continued programming and articles on this subject, and initiate contacts with appropriate agencies and organizations to publicize our concern and to assist with its remediation.

The problem of poor preparation begins long before disabled students enter the postsecondary door. Disabled student service providers and AHSSPPE are in a position to address the dilemma. This author proposes we make it a priority to seek the solution.

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LEARNING DISABILITY BOOKLETS

Central Washington University is announcing the availability of a series of booklets developed by its faculty and staff, outlining Higher Education for the Learning Disabled (the HELDS Project).

The booklets describe the faculty's experiences in teaching postsecondary learning disabled students, and the training that they were given about the characteristics of learning disabled students and their success.

The series of 17 booklets sells for $20.00. Please include $1.50 to cover Washington state sales tax. Make checks payable to the HELDS Series Account, Central Washington University, Ellensburg, WA 96926.

A Retention Program for Students with Learning Disabilities: One University's Success

James K. Bowen *is a Professor of College Student Personnel Administration and Coordinator of Resources for Disabled, University of Northern Colorado, Greeley. Dr. Bowen designed and directed the retention program for learning disabled students.* **Bernard C. Kinnick** *is a Professor of Psychology and Counseling and Assistant Vice-President for Student Affairs, University of Northern Colorado. He is responsible for overall supervision of the Counseling Center, the Center for Human Enrichment, Resources for Disabled, and the health center.*

Institutions of higher education have recently been demonstrating a keen interest in the area of student retention. The Colorado Commission on Higher Education (CCHE), in fiscal year 1983–84, sought additional support for retention by awarding research grants to institutions within the state which would develop proposals for programs in student retention.

College students with learning disabilities pose a special challenge to higher education. These students are not easily differentiated from their peers and, as such, often do not receive the attention and aid that their problems necessitate. To address this issue, University of Northern Colorado (UNC) initiated a research project designed to increase the proficiency of learning disabled students in their college academics and thus assist in student retention.

PURPOSE

The target population for this study was high-risk learning disabled students at the University of Northern Colorado. A *learning disability* was defined as a disorder of one or more of the basic psychological processes involved in understanding language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell; or to do mathematical calculations. For this study, the term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. These students, by definition, possess average or above average measured intelligence. However, this often-hidden disability places students at a severe disadvantage in the setting of higher education. The high-risk learning disabled student is placed in a normal classroom setting where, on many occasions, the best approach to instruction would be one-to-one teaching and other tutoring programs.

During the academic year 1983–84, the authors identified at least 50 UNC students as having learning disabilities. To promote their retention, the CCHE appropriated $2300 to establish a tutoring program that would (1) promote success in the areas of specified difficulty, (2) reduce excessive anxiety in areas of specified difficulty, (3) prevent avoidance of areas of difficulty, and (4) prevent students' drop-out and failure. The authors felt strongly that peer tutoring would be the best and most effective way to provide academic assistance that would encourage retention and promote increased success. That perception was reinforced by results of a study conducted by Henry Levin, Gene Glass, and Gail Meister of the Institute for Research on Educational Finance and Governance at Stanford University (1984). They found that peer tutoring was the most cost-effective of several leading ways to increase achievement in mathematics and reading. Peer tutoring provides a better return on the school dollar than computer-assisted instruction, smaller class size, or increased learning time. Such reinforcement of the authors' original program intent has been supported by other research as well.

PROGRAM DESCRIPTION

To demonstrate that retention efforts could and should be applied to learning disabled students on a college campus, a peer-tutoring program was established to assist students in the basic academic areas of English, mathematics, and science. The tutorial project provided academic assistance to 11 students with learning disabilities. Seven of the students had previously been diagnosed as having learning disabilities; the other four had not been formally diagnosed but had difficulties that strongly suggested similar learning disabilities. These 11 identified students were asked to participate in the project during winter and spring terms, 1984. All 11 accepted the invitation and were tutored in the program from January 12, 1984, to June 6, 1984. (See Table 1 for specific time tables for each student.)

Five tutors were employed by the Office of Resources for Disabled. Four of the tutors were graduate students majoring in Special Education for Educationally Handicapped; one was a senior majoring in mathe-

Table 1
Summary of Tutoring Retention Project

Student Number	Dates Tutored	Term	Number of Hours Tutored	Fall G.P.A.	Winter G.P.A.	Spring G.P.A.	G.P.A. + or −
8	4/16/84-6/4/84	Spring	32.5	—	1.00	2.67	+ 1.67
5*	1/17/84-5/29/84	Winter Spring	45	2.79	2.40	4.00	+ 1.21
3**	1/17/84-5/25/84	Winter Spring	37.5	2.50	3.59	3.38	+ .88
2	1/12/84-6/6/84	Winter Spring	43.5	2.38	2.75	3.19	+ .81
1	1/12/84-6/1/84	Winter Spring	48	3.00	3.18	3.75	+ .75
9	4/23/84-5/31/84	Spring	20	—	1.00	1.67	+ .67
7	3/27/84-5/30/84	Spring	30.5	—	2.27	2.70	+ .43
6†	1/26/84-6/5/84	Winter Spring	44.5	3.36	3.67	3.55	+ .19
11	1/15/84-3/1/84	Winter	19.5	1.92	2.08	—	+ .16
4	1/17/84-6/4/84	Winter Spring	46	2.79	2.57	2.85	+ .06
10	2/10/84-3/12/84	Winter	9.5	2.40	1.73	—	− .67
	TOTAL		376.5				+ .56

NOTE: CAT = California Achievement Test
*Passed CAT orals, spelling, and English on second attempt
**Passed total CAT on second attempt
†Passed UNC English Competency Exam on second attempt

matics. All tutors were UNC students with a grade point average of 3.0 or better in the subject to be tutored and with experience in the art of one-to-one assistance.

Each student in the project received a pre-assessment by the Coordinator of Resources for Disabled with the assistance of the tutors. The pre-assessment sought to identify the academic difficulty, the academic area presenting the most anxiety, and explicit difficulties in the areas of mathematics and English. Very specific pre-assessment notations were made for each individual. These included, but were not limited to, difficulty in verbalizing whole or decimal numbers, syntax and semantic problems, run-on sentence structure, and poor organizational skills for written projects. Based on this intensive pre-assessment, specific strategies were developed for each student for the ensuing two quarters. The strategies were identified by the Coordinator of Resources for Disabled, with the assistance of the tutor assigned to work with the student. Emphasis was placed upon general organizational and study skills. It was assumed that students would transfer these general skills to specific areas of difficulty. Most of the strategies were specific. Examples include concentrate on detecting spelling errors, include relaxation techniques, adapt program for reducing test anxiety, use note cards to illustrate and work with each new concept, use practice tests as a check and guide, semantics to be developed through use, modeling, rehearsal, discussion, and V.A.K.T. techniques.

Each student was to receive a minimum of 3 hours of tutoring each week during the project. The grades in the target subjects in which students received tutoring were recorded along with other pertinent data. Pre- and post-course completion or withdrawal in the target subject was also recorded. A strong commitment was sought from each student in the project to continue with the tutoring program and to view this assistance as an opportunity for greater success in academics. Ten of the original 11 students saw this program as a unique opportunity and responded enthusiastically to the assistance and attention provided by the tutors.

RESULTS

A total of 376 hours of tutoring were provided. Each student in the project was tutored for an average of 3 hours per week in at least two meetings. Each student was instructed in general time management, test anxiety, and various approaches to studying materials in different cognate areas. Five students were tutored in English, three in mathematics, and two in the preparation for the California Achievement Test. Table 1 illustrates the number of hours tutored and the dates of each student's tutoring program. As noted in Table 1, 10 of the 11 students increased their grade point average, while only one student's average decreased. The average GPA increase was .56, and two students increased their GPA by more than 1.20. The GPA increase ranged from .06 to 1.67. The student whose GPA decreased was tutored for a short period of time (9.5 hours) and did not participate fully in the project.

In addition to specific areas of improvement in mathematics and English, tutors reported such comments as "Self-image improved greatly, and this was shown by the GPA improvement of 1.67," "spelling errors were self-detected by the student and corrected with 85% accuracy," "passed the California Achievement Test on the second attempt," "needs more intensive tutoring in all basic math and algebra," "tutoring should be undertaken more than twice a week," "student became more independent personally and academically," and "student demonstrated less frustration as he attacked the needed academic areas."

The consistent increase in course grades indicates that students not only gained in proficiency in the tutored areas but also gained in proficiency across the academic spectrum. This success supports the tutoring strategy of providing assistance in general organizational and study skills as well as specific subject areas. Nine students successfully completed their original course load, while two students withdrew from one course each during the tutoring period.

The consistency, continuity, and predictability of the tutoring sessions appeared to be a major factor in the success of the program. Tutors reported that 1-hour sessions seemed to be more successful than extended sessions. The project appears to have had a great impact upon the success of 10 of the 11 students in the study, both in their academics and in their attitudes toward education in general. Without question, the success of this project supports the notion that individual with learning disabilities are able to benefit from structured tutoring.

RECOMMENDATIONS

The results of this project, though limited to 11 learning disabled students at one university, strongly suggest that these individuals were able to benefit greatly from a specifically designed tutoring program to assist them in achieving greater success in their academic programs. The study supports the notion that one-to-one peer tutoring programs are a very efficient way of assisting students with academic problems.

Undoubtedly, most institutions of higher education enroll a substantial number of learning disabled students, many of whom are receiving little or no assistance and thus may be experiencing academic difficulty that may lead to withdrawal or failure. This study produced the anticipated results and demonstrated that a peer tutorial program to work with identified learning disabled students can be successful.

The numbers in this project were small, but the success rate demonstrated by 10 students provides solid evidence that additional studies in this area need to be funded. College administrators should follow the pattern set by this program in providing a very tightly controlled tutoring assistance program including careful assessment of individual needs, identification of proper learning strategies, monitoring of the tutorial system throughout the project, and recording of the post-assessment achievements and recommendations for future individual students' success. These procedures were followed carefully and systematically in this study and provide a support statement for individuals working with learning disabled students.

Without question, the authors would recommend the continuation of such a program if institutions are at all concerned about addressing the spirit of Section 504, as well as being concerned about institutional retention of learning disabled students.

REFERENCE

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Fostering Independence in Learning Disabled Students: A Counseling Approach

Arunas Kuncaitis *is a Doctoral Candidate in Counseling Psychology at Northeastern University, in Boston, Massachusetts. He has worked as a psychotherapist for learning disabled students in school and community settings in Michigan and Connecticut, and is currently a graduate assistant at the Office of Services for the Handicapped at Northeastern as well as a psychology intern at Cutler Counseling Center in Norwood, Massachusetts.*

College represents a critical transitional period for negotiating the young adult's needs of dependence and independence. The issue of dependence-independence is exacerbated for the learning disabled college student, who in addition to moving away from family and gaining emotional and financial independence, is also forced to confront the steadily decreasing academic support services to which he or she has been accustomed. Furthermore, support services will suddenly cease when the student leaves college and enters the job market. Fostering independence in learning disabled students has far-reaching applications and is therefore a crucial task at this stage. Development of autonomy has been stressed as an important component of postsecondary support services for disabled students (Barbaro, 1982; Huss, 1983). Neglecting this issue in the counseling of the LD student would be a major oversight and could diminish the overall impact of the services being provided.

What is dependence? The dictionary defines dependence as "relying on another for support." Such an answer, however, is too vague to be functional; babies depend on parents, workers depend on paychecks, farmers depend on rain. In the context of an LD student in postsecondary education, the definition might be modified to "relying on another for support even when having the potential to do for oneself."

Responsibility at the college level can mean choosing a field of study, who one's friends will be, when to go to bed, whether or not to attend class, how much to study and so on. For the learning disabled college student, responsibility would include providing necessary educational information to service providers, notifying teachers, obtaining notetakers when necessary, planning for untimed testing or special tutoring needs. Thus, one definition for independence is "being responsible for one's own behavior within the limits of one's potential." A student may make all of the above decisions on his or her own; yet if the result leads to failure, he or she is not ready to make the transition to independence, but instead must again allow others to make decisions and continue unnecessary support (i.e., dependence).

INDIVIDUAL AND FAMILY DYNAMICS

What are the implications of the transition to adulthood for counseling the learning disabled college student? Learning disabled children engender a wide range of parental responses, from overprotection and overcompensation to detachment. Some parents feel that their child is disadvantaged by the learning disability and that they as parents need to compensate to give the child a fair chance. The result can be a parent who follows the child through orientation to make sure the child gets the right class, who gets the child's food at the cafeteria, or even drives the child to school every day. Such parental behavior may be motivated by love, guilt, dependence, caring. Even though the interdependence between the parent and the LD student appears obvious to observers, the overinvolved family members may not be aware of the dynamics of the relationship.

Much has been written about the transition between the family and the outside world in the study of families (Haley, 1980). Successful negotiation of the appropriate life stage tasks is perceived as the cornerstone of maturation and growth. Inability to transcend these tasks results in immaturity and, in more severe cases, mental illness. Leaving a family is very stressful for all family members; the familiar structure changes and reorganization must occur. The pull from the family members to keep the system intact is intense, and individuals who are unable to break away will continue to remain dependent on their parents. In the extreme cases, these individuals will become alcoholics, schizophrenics, or felons, and thereby require others to accept responsibility for their behavior.

The alternative response is likely to be one of detachment, where the parents force the child out of school and into the work force because they feel the child is not smart enough to go to school. Motivation for this behavior may be anger, frustration, shame, or caring. The parents may feel that this is the best way to help the child become responsible. Potential difficulties from this method of problem solving are two-fold. The first occurs when the learning disabled student is pushed out into the work force without training or a high school diploma. Career and advancement opportunities are limited. Second, in too many cases independence and responsibility are not gained through this method; instead the individual may find a dependent relationship outside the family (Bowen, 1978).

Many LD children have very poor self-images (Wallace & McLaughlin, 1975). Because people with learning disabilities have problems perceiving external stimuli, they often feel unsure of themselves. In school, they may need someone to help structure outlines, to take notes, to tutor them. All these experiences condition the feeling of dependence. Lack of confidence generalizes to other areas that are not directly affected by the learning disability. Licht (1983) has adopted Seligman's model of "learned helplessness" to explain the feeling of the LD individual that he or she cannot change the situation. Some counselors use reattribution approaches to set up situations where failure is directly related to factors outside the control of the individual, i.e., lack of time, not enough information. In this way the LD student can begin to feel responsible for his or her behavior and can begin to develop a sense of independence.

Services for learning disabled postsecondary students that have development of independence as a primary goal can affect positive changes in a great many areas. Academically, students can become responsible for coordinating the services they need to succeed in college. Socially, students can become more assertive and comfortable developing friendships and interests. Vocationally, the more autonomous students become, the more comfortable they will feel with increasing amounts of responsibility and the better their opportunities for career advancement. Emotionally, independence gives students the ability to make careful decisions about life choices, rather than responding impulsively. Counseling offers an arena in which to explore these issues and make a significant impact.

COUNSELING FOR INDEPENDENCE

Counseling students is usually included as a part of the job description of staff members in postsecondary handicapped service offices. Individual counseling is the most frequent form of student contact. These meetings can be spontaneous, and can include issues regarding school, personal problems, learning disabilities, general information, and social needs. The style and approach can vary, depending on the worker's training and personality.

Intervention strategies need to be implemented that will specifically focus on the issue of dependence-independence. While there are many possible approaches to counseling, the following are most common and appropriate: individual counseling, support groups, family counseling, and referral to appropriate specialists. Each of these approaches can be used alone or in combination with the others.

The compensatory model of counseling is the approach that fits most closely to the development of independence. Within this model, the individual is not seen as responsible for the problem, but is responsible for the solution (National Institute, 1983). Disabilities are a good example of a problem that is the result of external factors outside the control of the individual; yet it is up to the individual to "compensate" for the situation. The benefit of this model is that it allows people to turn their energies outward, moving away from self-defeating internal cognitions.

Cognitive therapy (Beck, Rush, Emery, & Shaw, 1979; Meichenbaum, 1977) and rational-emotive therapy (Ellis, 1962) are two approaches that can be used with the compensatory model. In these approaches, the counselor focuses on the internal cognition that blocks the individual's repertoire of adaptive behavior through irrational fears. The irrational fear is challenged through the process of logical deduction. Changing the way people think about themselves in a certain situation changes the way they behave. Because they fear their weaknesses, many LD students avoid dealing with their problems and remain dependent on their parents or some other support system—whomever is more tied into their own "rescue fantasy." By teaching that the fears are irrational, the counselor can help the student develop strength to be independent.

The second component of the approach consists of a learning disabilities support group. A support group allows LD students to realize that they are not alone. They learn that other students have overcome obstacles that they will need to overcome, which provides hope, or that they have done something that others need to accomplish, which can provide feelings of competence, esteem (Yalom, 1981). Members can act as role models for others, and thereby become depended on. Independent behavior is encouraged in the group, and feedback is given. Eventually the behavior will be externalized beyond the group. The group can also serve as a forum to present more didactic programs fostering independence, such as assertiveness training, life skills teaching, and career planning. Support groups seem to offer a wide latitude of possibilities to develop independence though they are not used as frequently as possible. The cost effectiveness of the group method is an additional benefit.

The next aspect involves a relatively new trend in working with learning disabled students—family assessment and involvement (Margalit, 1982). Although family counseling is not often used in the college setting due to time and geographical constraints, an initial family meeting at the time of orientation should be an integral part of the services provided. Even one meeting will allow the counselor to assess the level of the family's involvement with their LD child. Attitudes about the disability, how it affects the family, and expectations for postsecondary education all need to be explored. The interview provides a baseline assessment of the future involvement of the family. Family information offers one way of developing the theme of moving away from family dependence and towards individual responsibility and ways the student could best achieve that goal.

Any goal should be negotiated with the student to receive his or her commitment. Regarding the issues of independence and responsibility, students are usually willing to agree to goals that are congruent with their current life stage. Behavioral changes are more difficult to achieve; people resist changing their daily routines. The LD student's need for dependency affects behavioral change and tests the skills and expertise of the counselor.

The fourth option, referring students to appropriate specialists outside the university, is used the least often. Appropriate specialists can include psychologists, psychiatrists, and social workers for students who are overwhelmed by their college experiences and need intensive treatment. It may seem obvious not to underestimate the importance of the dependence-independence issue, as the most common referring problems will involve this issue. Cases of this severity are uncommon in colleges as usually the student's academic performance would have significantly deteriorated before the problem becomes reaches this degree. Obviously, a decrease in a student's work should serve as a warning and be evaluated immediately. Specialists in individual therapy or family therapy might be best to focus on developing more autonomy for the LD student.

CONCLUSION

More and more postsecondary programs are making weekly counseling a component of their support services. The benefits are many in terms of better educational and emotional adjustment. The effectiveness of counseling services to postsecondary LD students can be further maximized by focusing on the development of independence and autonomy. However, counselors must be aware of their relationship to the students, so as not to create another dependency similar to the one they are working hard to change. The frustrations and resistances are many, yet the rewards of an effective counseling program come in the form of graduates who are competent and responsible in assuring a quality life for themselves.

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DISABILITY AWARENESS POSTER

WHAT DO THESE PEOPLE HAVE IN COMMON?

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GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (616) 437-2675 (TTY-437-2730).

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

MEMBERSHIP CATEGORIES

Active Professional

Any persons actively working to enhance post-secondary educational opportunities for handicapped students. An Active Professional is eligible to vote and to hold office. Annual dues: $40.

Affiliate

Any individual supporting the purposes, goals, and objectives of this Association and choosing to make their own contributions in less visible or time-demanding roles. Affiliate Members may have voice but may not vote or hold office. Annual dues: $30.

Student

Any person enrolled in a post-secondary education program. A Student Member may have voice, vote, and hold office. Annual dues: $15.

Institutional

Any organization or institution of higher education; each member institution is entitled to appoint one individual who shall be an Active Professional Member, with all rights and privileges thereof. The member institution may appoint additional individuals to Active Professional membership in the Association at a reduced rate. Annual dues: $100; $15 for each additional member.

Make checks payable in U.S. funds to AHSSPPE and send to AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Liz Neault, Editor, Office of Services for the Handicapped, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 437-2675 (TTY-437-2730).

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president's message

Dear AHSSPPE Members:

The first three months as AHSSPPE President have passed for me; and as I expected they have been exciting, challenging, and busy!

November 9 and 10, we held our semiannual Executive Council Meeting in Atlanta. We made many decisions, did some future planning regarding resource development, and met with Carole Pearson, Chair of the 1985 AHSSPPE Conference.

We reviewed the results of the membership survey, a report on which is presented in this issue of the *Bulletin*.

The results, though very diverse, give us some clear direction about how those of you who responded would like to see AHSSPPE develop. This input has been helpful, and in most cases, congruent with the ideas, goals, and activities of the Executive Council. You gave us your priorities for the Association as well as other feedback. The top five priorities are:

1. Advocacy/awareness with professional education groups
2. Annual conference presentations/workshops
3. Legislative advocacy
4. Advocacy/awareness with disability-related groups
5. Training

The results make it clear that we have at least two different groups of members within AHSSPPE. One group is comprised of those who have been "in the business" for some time and who are looking for AHSSPPE to lead in advanced training, national policy development, and aggressive advocacy for federal/state funding for disabled student services. Another group of members clearly seem to be the "newcomers," those who have just joined the profession, often by reassignment of duties on campus. This groups seems to want to know the basics—how to provide services, what money *is* available, what laws and regulations protect disabled students, etc. We must try to develop activities that will meet the needs of both groups of AHSSPPE members, and those of you in between. We will be planning such activities and look forward to further feedback from you as to how we are doing.

Since the last issue of the *Bulletin*, several AHSSPPE members serving in key positions in the Association have left their assignments, and others have come aboard.

This will be the last issue of the *Bulletin* that Liz Neault will edit. Liz has done an exemplary job and the Association can never adequately thank her—sheer professionalism and dedication have been her trademarks in editing the *Bulletin*. Due to increased job responsibilities, Sherry Robinson left the editorship of the *ALERT;* that publication has effectively been taken over by Michael Battaglia of NTID. Richard Harris moved from Chairperson of the Marketing Committee to President-Elect, and Marge Fordyce of Mott Community College has begun to take on the task of Marketing Chairperson. Patricia Yeager left her post as Chair of the Special Concerns Committee and has been succeeded by Sam Goodin of Indiana University. Phil Benson, upon leaving Columbia University, resigned as Legislation Chairperson and we are, at this time, working on filling this vacancy. John Truesdale of University of Wisconsin, Whitewater, has assumed the responsibility of Nominations Committee Chairperson.

The people who have moved on to other areas will be missed on the Executive Council. Their spirit of cooperation and their work toward our common goals has been, in my opinion, exceptional. It is clear that there is, *and always will be*, room for new leadership in AHSSPPE. In addition to the above "turnover," we have nominations for the offices of President-Elect, Secretary, and Treasurer coming up soon. I continue to ask you to volunteer to serve. We need to use the talent that is out there to benefit us all! Further, I believe you will learn and grow from the experience as well.

In closing, I urge you to review the results of the Membership Survey presented in this *Bulletin*, and to consider running for one of our elective offices. I will look forward to sharing information with you in the next issue. See you soon in Atlanta.

Catherine Campisi Johns, Ph.D.
President

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

IT'S TIME FOR AN INTERNSHIP PROGRAM

by Mary J. Starnes, Work Evaluation Specialist, Dept. of Rehabilitation Services, State of Mississippi, P.O. Box 1227, Tunica, MS 38676.

While completing the recent AHSSPPE membership survey, I took advantage of the opportunity to express my opinions and concerns regarding, among other things, the directions I believe AHSSPPE should consider taking in the future. Training was an option given as a response to this question on the survey, and I believe one of the most potentially beneficial types of training worthy of further consideration would be an internship program.

Consider some of the possible benefits. For example, as pointed out by Ronald E. Blosser in his doctoral dissertation, *The Roles and Functions and the Preparation of Disabled Student Service Directors in Higher Education*, an internship program would offer a network whereby aspiring DSS professionals could acquire experience on more than one campus. This could be especially beneficial for professionals aspiring to practice at a community college or with a specific population, such as the hearing or visually impaired. If the aspiring professional were in graduate school and did not have access to that particular setting or population, the most potentially beneficial method of preparation might not be available. In addition, research within the DSS field could be advanced by encouraging aspiring directors to conduct research for their master's thesis or doctoral dissertation. Further, participation by professionals from the earliest phases of their careers could increase AHSSPPE's membership and allow for the further exchange of ideas, innovations, programs, and so forth. By providing an opportunity for internship under the direction of a qualified supervisor (an AHSSPPE professional), AHSSPPE could assist in establishing a model preparation program that would further assure the professional competence of entering DSS directors of personnel. Finally, it would also provide a means of increasing services to students without additional cost to the institution.

The essential components of an internship program would be AHSSPPE professionals willing to accept a graduate student or entering professional for a specified length of time. It would be necessary to determine a method of pairing the mentor and student, establish a standard for application and acceptance for both parties, and develop standards for evaluating the student's effectiveness and potential for success as a DSS professional.

I would like some feedback to this idea. Please respond either by means of this column or to me individually. If enough interest and support are generated, the results will be beneficial.

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NEW DIMENSIONS IN DISABLED STUDENT SERVICES

Students with disabilities at the University of Wisconsin–Madison are now able to more conveniently seek assistance via a unique drive-up window in the university's office of disabled student services (the McBurney Resource Center). Issuance of disabled parking permits and pick-up of registration materials are among the most popular requests handled on a drive-through basis. The McBurney Center recently moved to a student services building that used to be a bank, and the Center reactivated the bank's drive-up teller window.

For more information, contact Nancy Smith, McBurney Resource Center, 905 University Avenue, Madison, WI 53715, (608) 263-2741 (Voice/TDD).

PROFESSIONAL TRAINING

The University of Connecticut provides doctoral-level training for professionals in the field of learning disabilities. The School of Education has recently been receiving inquiries from prospective students who want training that will prepare them to direct postsecondary programs for learning disabled college students.

The university is in the process of exploring the need for doctoral-level training in this area, the interest that exists, and the competencies that would be necessary. Interested AHSSPPE readers are requested to respond. Please contact Stan Shaw, University of Connecticut, School of Education, U-64, Storrs, CT 06268, (203) 486-4033.

upcoming meetings/conferences

AHSSPPE '85—FOR TOMORROW IS ANOTHER DAY!

AHSSPPE's Eighth Annual Conference, Atlanta Hilton Inn and Towers, July 24-27, 1985.

Dear AHSSPPE,

So tomorrow is another day. No kidding. What about today?? My travel budget is about to burst as it is. I can't afford Atlanta!

Signed,
Stretched in Seattle

Dear Stretch,

You can't afford not to! Early reports from the conference committee indicate an overwhelming response to the Call For Papers, with some tough decisions to come as they select the Best and the Brightest. Innovative programs, current issues, and creative solutions are all on their way to Atlanta. You should be too.

Dear AHSSPPE,

I hate hot weather. It makes me sick, sticky, and I get heat rash. You won't find me down south in the middle of July!

Signed,
Clam Cakes

Dear Clammy,

Geographically speaking, Atlanta *is* a southern city, but it is quite different from most others. Situated 1050 feet above sea level, it manages to escape oppressive heat and humidity. This elevation, plus the city's closeness to the Atlantic Ocean and Gulf of Mexico, explains why the average temperature in July is a comfortable 78.0.

Dear AHSSPPE,

How's the transportation in Atlanta? I use a wheelchair, and am looking forward to seeing some Atlanta nightlife!

Signed,
Rocking and Rolling

Dear Rock,

MARTA (Metropolitan Atlanta Rapid Transit Authority) is one of the nicest, newest rapid rail systems in the world. It is completely accessible, and will take you to the cabarets, night clubs, lounges, comedy shops, piano bars, and just about everyplace else that, for some visitors, has changed the name of this town to HOTLANTA!

Dear AHSSPPE,

I really liked the Fun Run at last year's conference. Are you planning anything like that for this year?

Signed,
Lightening Legs

Dear Lightening,

Even better. Self-defense and hydro-aerobics are in the planning stage right now, and a recreation specialist will be on hand to offer special activities and programs for conference participants.

Dear AHSSPPE,

Did someone make up these questions?

Signed,
Doubtful in Dallas

Dear Doubtful,

Yes. Someone did. But the answers, I think, are probably true.

Signed,
The Editor

Sign Language Transliteration and its Necessity in the University Classroom: A Position Paper

Darlene Morkert, *Interpreter Coordinator, and* **Carol Funckes,** *Academic Support Services Coordinator, are employed by the Disabled Students Program at the University of Arizona, Tucson, AZ 85721.*

Federal law mandates that educational institutions not discriminate against individuals on the basis of a handicapping condition. In an effort to comply with this regulation, Disabled Student Service (DSS) programs have been established in numerous postsecondary institutions across the country. These programs provide qualified handicapped students with an equal opportunity to a higher education through support services that compensate for the physical limitations imposed by a disability. Educational institutions, through such programs, have the primary responsibility of determining *precisely* what services and methods of service delivery constitute "equal opportunity."

In determining which services are necessary for hearing impaired students, professionals recognize the vital role played by interpreting and freely acknowledge its need. However, agreement does not appear to exist regarding the exact route by which to fill this need. Methods of interpreting (a generic term) vary and include (1) *interpretation* from one language to another and (2) *transliteration,* which involves no formal language change. Interpreting consists of both a change in language and mode of delivery. In the case of sign language interpreting, the two languages involved are English and American Sign Language (ASL); the two modes, auditory and visual. Transliteration involves changing only the mode from auditory to visual, or vice versa. In transliteration, English syntax is maintained through the use of conceptually accurate base signs. Given the variety of ways that services may be provided, each institution must develop a standard mechanism to operationalize the delivery of its interpreting services.

At the postsecondary level, interpreting services for hearing impaired students are primarily governed by what the Registry of Interpreters for the Deaf (RID), Inc., deems appropriate. The RID is a professional organization with a Code of Ethics stating that information should be conveyed "in the manner most easily understood or preferred by" (Registry of Interpreters for the Deaf, 1980, p. 12) the hearing impaired person. The interpreter is, thereby, instructed to make the material as understandable as possible, rather than to simply change the mode of communication. The Code of

Ethics is "general guidelines to govern the performance of the interpreter/ transliterator generally" (p. 11) and the RID recognizes that "there are ever increasing numbers of highly specialized situations that demand specific explanation" (p. 11). Educational interpreting is an example of one such specialized situation.

Educational interpreting services must be designed in a manner consistent with the philosophy of the host institution. Two-year colleges with open-door admission policies make no assumptions regarding the academic entry level of their students and may find it appropriate to provide services that accommodate various deficiencies. Interpreting services that may compensate for limited academic achievement are compatible with such a philosophy. However, most universities do not function under an open-door policy, but require that all students enter with a specified level of academic achievement. Therefore, interpreting services must provide the opportunity for the student to access information, compensating only for the physical limitation imposed by the hearing impairment. The student is then solely responsible for understanding the material.

In an effort to remain consistent with the philosophy of its host institution and comply with federal regulations, the University of Arizona's DSS program functions under the following policy on provision of interpreting services:

- In the classroom, the interpreter will only transliterate.
- In interpreting situations outside of the classroom, any method of interpreting may be utilized.

RATIONALE

Deafness alone has no effect on one's ability to learn. While hearing impairment may hinder exposure to general information, causing difficulty in acquiring essential academic skills, the intellectual ability to develop such skills is not impaired. By suggesting that hearing impaired students at the university level need English translated into American Sign Language to obtain a full understanding of lecture material, professionals are labeling them as unable, reinforcing the false assumption that they cannot compete on an equal basis with the hearing. Services must be designed only to equalize opportunity, not to suppress development.

English language skills form the groundwork for all academic activities. English is the spoken language of the classroom, the written language of the text, and the language required on all assignments. The College Board (1983), a group representing the combined judgment of hundreds of educators throughout the country, identifies English as indispensable to academic success. The Board has stated that:

> The skills of reading, writing, listening, and speaking will be necessary as college students are called on to read a wide variety of materials; to

> write essays, reports, and term papers; to express themselves aloud; and to listen to and learn from discussions and lectures. (1983, p. 14)

Transliteration maintains the consistency of one language throughout all activities of the course and, thus, provides the student with daily access to English.

English is the language of professional life in the United States. Universities serve to prepare students for professional careers in which they will be required to perform various tasks using primarily English to communicate. English will, most likely, be the language of the hearing impaired person's coworkers and, as a result, the language that must be used for both written and verbal communication. Further, English skills are necessary as professionals must keep up with new developments within their fields, involving attendance at conferences and reading of journal articles. Experiencing transliteration during the training portion of one's career facilitates the transition into a professional setting that requires dealing with all forms of English.

The interpreter is providing service to more than one party. Both the hearing impaired student and the hearing instructor are service consumers (RID, 1980). As a result, the deaf student should not be the sole determiner of the appropriate language to be used. The instructor is the ultimate authority in the classroom (RID, 1980) and has the right to be conveyed in the words he or she deems appropriate. Transliteration preserves the instructor's position by allowing a near verbatim presentation.

ASL is recognized as a foreign language (Klima & Bellugi, 1979). As such, its ability to communicate all nuances of expression and all concepts that may be conveyed during a university lecture is recognized. However, the issue in question is not one of the validity of American Sign Language as a language; that is freely acknowledged. Rather, the issue involves equal access to information. Changing languages denies hearing impaired persons the precise delivery of material, denies instructors the right to be presented in the words of choice, and provides hearing impaired students a service (lecture presentation in their native language) that is not available to other non-English-based students.

Students are accountable for classroom information at a later date (RID, 1980). Therefore, students must receive exact information in the language they are later expected to reproduce. Changing languges necessarily implies that material must be processed (i.e., understood) by the interpreter before being conveyed to the student. It is unrealistic to expect that any interpreter is well versed in every subject taught at a university; thus, an interpreted lecture may provide the student inaccurate information. In any case, information that has gone through the process of being changed from one language to another language can no longer be exactly that which was presented. The presentation is necessarily the result of a subjective interpretation. For example, if one is serious about studying the classics, they are read in their original language rather than in some interpretation of what the translator supposes the author intends. Transliteration avoids the need for an interpretation, as no language change is necessary.

Beyond accommodating for physical limitations, hearing impaired students should be afforded only those services available to other students. The option of meeting English requirements through the foreign language series of courses, the option of studying at the Center for English as a Second Language, and the option of receiving tutoring services are all available to the hearing impaired student. Accommodations beyond these do not exist for any other student, and it is unreasonable to expect that they should for the hearing impaired student. Foreign students do not have the option of receiving an interpretation of classroom material into their native languages, and likewise, hearing impaired students should not have the option of receiving ASL interpretations. Providing ASL interpreting to students simply because it is their preferred language is inconsistent with service options available to other students.

SUMMARY

Provision of educational interpreting represents a challenge to service providers at the postsecondary level. Federal law mandates, and hearing impaired students deserve, an equal opportunity to an education. Interpreting services are recognized as an integral step toward equality; however, the method used in delivering that service determines whether the student is given an equal opportunity or a gift. Interpreting service must be provided in a manner consistent with the philosophy of the host institution. At the university level, interpreting services designed to remedy academic deficiencies or provide special treatment are inappropriate. Transliteration equalizes opportunity by compensating for only the physical limitation imposed by a hearing impairment.

While this paper discusses the interpreting policy at the University of Arizona, the principles involved can be generalized to all university settings. The authors encourage input regarding interpreting policies at other institutions, as well as general reader response.

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Facilities and Services for Handicapped Students in Christian Colleges: A Research Study

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INTRODUCTION

Brochures from Christian colleges and universities often claim certain distinction in higher education, including the promise of an environment in which students find individual support and encouragement. Does this distinction pertain to access and accommodation for handicapped students? This study was conducted in attempting to gain insights into this issue.

Christian students who experience various handicaps sometimes seek a Christian college education. Inquiries about accessibility, accommodations, and available services on Christian college campuses have been received by the Christian College Coalition, a national association of faith-centered liberal arts colleges, and by Joni and Friends, a ministry established in the 1970s to assist in meeting the needs of the handicapped. This research was intended in part to provide these service organizations with current information about the accessibility and accommodations made for handicapped students in Christian colleges across the country.

Nonpublic as well as public institutions of higher learning that receive federal funds are expected to comply with the regulations for the handicapped, such as those stated in Section 504 of the Rehabilitation Act of 1973. Growing out of a significant social protest movement of the 1960s, an educational trend in the 1970s was the requirement of provision of educational programs for all handicapped individuals. The watershed federal act, Public Law 94-142, The Education for All Handicapped Children Act of 1975, has had a major impact on public schooling for handicapped children. Other legislation, such as the regulations under Section 504, has instigated equal opportunity for handicapped college students.

THE PRESENT STUDY

What effect has this social protest movement, federal and state legislation, funded projects, and information dissemination related to handicapped students had upon Christian colleges across the country? In attempting to begin answering this question, this study focused on the principal research question: To what extent have Christian colleges provided facilities, programs, and services for handicapped students? The basic research questions were:

1. To what extent can handicapped persons get from place to place on campus?
2. Have accommodations been made to meet the special needs of handicapped students?
3. What services and materials are available on campus?
4. What administrative structures are available to accommodate the handicapped?

METHOD

Subjects

The basic research questions of this study were to be answered by data from the 63 colleges with membership in the Christian College Coalition at the time of the survey (spring, 1982). The colleges, which range in size from 300 to 4000 students, are located across the United States. Respondents in the schools were primarily academic and student deans, directors of physical plants, and others who had knowledge relevant to the questionnaire.

Procedure

After the questionnaire was designed and pilot tested at a small number of institutions, it was mailed to each of the 63 member colleges of the Christian College Coalition. Follow-up procedures included a second letter requesting cooperation and telephone calls to several colleges. Completed questionnaires were received from 46 colleges, a response rate of 73%. Over a period of 6 months, the data were tabulated and analyzed.

Instrumentation

The items for inclusion in the questionnaire reflected the authors' knowledge of Section 504 Regulations, their personal acquaintance with the problems confronted by students with handicaps on college campuses, information from an earlier smaller-scale study by one of the authors, and specific concerns expressed to the Christian College Coalition and to Joni and Friends.

There were five major sections in the questionnaire. The manner in which the data were reported included Likert-type scale information, dichotomous (yes/no) responses, and frequency counts, with space provided for comments.

The first section of the questionnaire included questions on "Physical Accessibility and Accommodation." In the "Accessibility" subsection, directors of physical plants were asked to assess the extent to which handicapped persons could move about the campus, with attention given to terrain, walkways, and building access. In the "Accommodations" subsection, respondents were asked to assess the adequacy of campus lighting, bathroom facilities, dietary options, braille signs and directories, amplifying devices, living arrangements, ramps and elevators, parking, telephones, and water fountains.

In the next major section, entitled "Student Services," the deans of student services were asked to respond to "yes" or "no" questions relative to the availability of services and materials such as the following: developmental/remedial instruction in reading, study skills, mathematics, and verbal communication; counseling services; student/faculty availability for special tutoring, signing for students with hearing impairments, reading for blind students, and attendant care for physically handicapped students. Materials available for deaf and blind students were surveyed by asking for a "yes," "no," or "limited" response. Ratings were also elicited concerning the extent to which students were involved with off-campus ministries to individuals with various types of handicapping conditions.

In the third major section, "Curricular Offerings," academic deans were asked questions related to the availability of course offerings, programs, and instructional services for "culturally different" students. In addition, respondents were asked to check types of special education courses that were offered, including whether majors or concentrations were available. A rating indicating the extent to which all majors and college programs were accessible to academically qualified handicapped students was elicited. Also, respondents were asked to rate the extent to which the college provided tutorials, counseling, and developmental coursework for "culturally different" students.

In the fourth section, "Administration, Admissions and Financial Aid," directors of admissions were asked to provide "yes" or "no" responses to several questions. Relative to administration, the question asked whether someone had been designated to determine that the college had complied with state and federal regulations (e.g., Section 504). Relative to admissions, questions were asked to determine whether the college had faculty or staff members who were considered handicapped, whether there were stated admission policies with regard to handicapped students, and whether part-time enrollment with full services was possible for handicapped students. Relative to financial aid, questions included the availability of specific monies designated for students with handicaps, assistance for handicapped students to secure funds, and an assessment of college interest in establishing scholarship funds for academically qualified handicapped students.

RESULTS AND DISCUSSION

Response from 46 Christian colleges across the United States yielded the following response to the authors' primary research questions.

1. To what extent can handicapped persons get from place to place on the campus?

Twenty-five percent of the schools rated "no difficulty," 47% "adequate," 25% "considerable difficulty," and 3% "impossible." These data support the suggestion that colleges have interpreted compliance with the Regulations primarily as dealing only with structural provisions for physical access. The natural terrain of specific campuses would, of course, have some bearing on these responses.

2. Have accommodations been provided to meet the special needs of handicapped students? Twelve specific means of accommodation (e.g., braille signs) were listed for rating.

Forty-nine percent of the ratings were "very adequate" or "quite adequate." Fifty-one percent were "fairly adequate" or "not available." The accommodations least often available were braille signs, telephone amplifiers, low telephones, and low water fountains. Once again, it would appear that accommodations perceived as required in the Regulations (e.g., parking) are most frequently provided. Such accommodations as braille signs and telephone amplifiers, which are not specified in the Regulations, are less frequently provided. Additionally, whether or not accommodations are provided seems to be related to other factors, such as general awareness of the needs of students with handicaps, incidence, and accommodations that are most easily provided, given existing campus resources (e.g., dietary options and ground level rooms).

3. What student services and materials are available on the campus?

Over half of the 46 responding schools reported the availability of developmental/remedial instruction, with the order of frequency being highest for reading (27 colleges) and study skills (25 colleges), slightly lower for math (17 colleges), and considerably lower for verbal communication (10 colleges). This seems to reflect the trend in colleges to provide for so-called basic skill development/remediation more readily than verbal communication deficiencies, such as those related to listening, speaking, and language development. However, these types of deficiencies may be accommodated by the study skills emphasis.

Counseling services for a total of 36 handicapped students were reportedly available in 10 of the schools. Interpretation of these data seems to call for further research relative to questions such as the number of colleges which have counseling services, incidence of students served, and number of handicapped students needing and receiving counseling services.

Of the 13 schools indicating students or faculty available for special tutoring, the number of students served by each school varied from 2 to 150. The school reporting the highest incidence (150) also indicated a relatively high number of students currently involved in developmental/remedial instruction. Thus, it appears that tutorials are the prominent mode of developmental/remedial instruction.

Five schools reported the availability of signing as a means of communication for deaf students. One college reported that 12 students were currently served in this way; most others identified 2 or 3. One college reporting a class of students involved may have been referring to the fact that a group of students was learning to sign. The figures reported by the colleges surveyed suggest that most Christian colleges do not serve hearing impaired students.

Three schools reported providing attendant care for a total of four students. This fact seems to indicate a very low incidence of severely physically impaired students in Christian colleges. Further research could reveal the number of academically qualified students interested in Christian colleges who are in need of attendant care.

The survey data concerning involvement with off-campus ministries to the handicapped indicated some involvement with handicapped individuals in almost 50% of the colleges. This demonstrates a relatively high degree of student interest in this type of ministry. Colleges might do well to examine access and accommodation for handicapped students in relation to general student interest in the handicapped.

4. An analysis of the data related to special education curricular offerings demonstrated significant opportunity for student learning in this area. While courses in the psychology of exceptional individuals are most frequently reported (39 colleges), a variety of other special education courses were also identified, along with the integration of concepts from these areas of study in general course offerings. If competencies related to exceptionality and special education are available to students pursuing various majors and interests and they are not restricted to one or two majors

(such as education and psychology), the nature and needs of handicapped persons can become more widely understood.

5. Most of the colleges surveyed indicated a high degree of program availability to academically qualified handicapped students. More than half the colleges reported "considerable" rather than "extensive" availability; approximately 7% of the colleges reported "some" availability. One possible interpretation of these data is that colleges may be making judgments regarding the potential success of handicapped students (even if they are "academically qualified"). Other interpretations may relate to plant accessibility; perceived instructor competence relative to the needs of the handicapped students; or anticipated support services, such as signing for the deaf, attendant care for orthopedically impaired students, or reading services for the blind. Responses from colleges to questions concerning administration, admissions, and financial aid indicated the following:

1. Most (93%) of the colleges have a designated compliance person.
2. Approximately 29% of the colleges employ faculty members who are handicapped.
3. Most institutions (87%) have a written admissions policy with a nondiscrimination clause that would include the handicapped; however, the policy does not appear to apply equally to all handicapped individuals. That is, admissions policies may exclude some students who, though generally academically qualified, may lack certain skills or abilities, such as mobility or traditional information-processing skills.
4. Approximately 75% of the colleges indicated that student services available for full-time students would be available for part-time handicapped students.
5. While few colleges (12%) have financial aid specifically designated for handicapped students, 92% of the colleges indicated that they assist handicapped students to secure special financial aid and 83% indicated an interest in establishing a scholarship fund for handicapped students.
6. Additional comments indicated some movement within the colleges to further facilitate accommodation of handicapped students.

In general, it can be inferred that Christian colleges have taken substantial steps in response to the needs of handicapped students. However, these responses should not be construed as indicating total compliance with the 504 Regulations. One can infer from the data that there are varying degrees of compliance. Furthermore, at least some colleges may need to examine carefully their philosophy regarding handicapped students and their actual practices relative to access and accommodation.

Prospective students with handicaps would need to contact individual colleges about special interests and needs to insure that the institution would provide physical and program access and needed accommodations. Questions such as those addressed in this study would likely be helpful to prospective college students with handicaps. Given various changes in regulations and their interpretations as well as in institutional policy and practice, handicapped students should seek current information from any college in which they are interested. They should also carefully investigate whether the information disseminated by the colleges is corroborated by actual practice. On the other hand, colleges should be certain that current well-substantiated information related to the handicapped is made available so that the handicapped students can determine whether a particular college would be suitable for them.

Information related to the 504 Regulations (HEATH, 1981, 1982), to institutional funding resources (Duffy, 1982), and to careers can also be helpful for colleges and their handicapped prospective students.

IMPLICATIONS FOR FURTHER STUDY

The present study begins to examine several questions related to Christian college access and accommodation for handicapped students. The relatively high degree of compliance with the 504 Regulations and the extent of services may suggest a distinction for Christian colleges. Further study which compares Christian and non-Christian private colleges is necessary, however, before claims for distinction of this kind can be substantiated.

If there is a substantial reduction of federal regulations and financial support for the handicapped, students with handicaps could be adversely affected. A follow-up survey of the kind used in this study could help to monitor trends in Christian colleges, especially if site visits including interviews with handicapped students were employed.

Personal feedback from some institutions indicated that the process of completing the survey helped draw attention to several important considerations related to compliance and practice. As was indicated previously, the data and interpretations may also aid handicapped students and supportive orgaizations (such as Joni and Friends) to more clearly understand the views and practices of Christian colleges in relation to the handicapped, and the report may serve to consider further the kinds of questions and issues that are related to access and accommodation. Questions such as the following may need to be addressed carefully by cooperative associations such as the Christian College Coalition:

- Should all Christian colleges attempt to provide extensively for students with all type of handicaps?
- Which colleges can best provide for students with certain types of handicaps?

Restrictions of terrain, facilities, services and resources need to be examined conscientiously in order to provide physical and program access for handicapped students.

Finally, associations like the Christian College Coalition might facilitate regional workshops and national conferences to explore appropriate responses to the needs of handicapped students. These could focus on topics such as understanding characteristics and needs related to various handicapping conditions; ways to identify students' special needs; ways to demonstrate positive attitudes toward students with handicaps, including exposure of "handicappism" stereotypes, myths, and misconceptions; ways to accommodate students' learning by modifying and adjusting instruction, evaluation, and physical facilities; and ways to use recent technological developments to enhance the learning of exceptional individuals. Associations like the Christian College Coalition might also provide technical assistance to member colleges and identify sources of information and financial support for campuses and students. Information related to organizations that provide financial assistance, technical support (e.g., consultant), and material support, such as adaptive aids for the handicapped, could be useful.

Awareness of needs is a first step to provide access, accommodation, and service for the handicapped. But this needs to be followed by meaningful assistance. Simply disseminating information regarding what some Christian colleges and universities are presently doing would likely be of important assistance and encouragement to other schools.

Schools that claim to provide individual student support and encouragement as evidence of their distinctiveness in higher education should be challenged to demonstate what they are doing for students who have handicaps.

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Reactions and Perceptions: A Summary Report of the AHSSPPE Membership Survey

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INTRODUCTION

AHSSPPE, in an effort to gather data on members' needs and priorities, conducted a membership survey in the fall of 1984. The survey was a joint effort of Dona Sparger, Membership Committee Chairperson, and Kent Kloepping of the University of Arizona, with the assistance of Kay Lesh; Bill Otis, Chairperson of the Research and Development Committee; Catherine Campisi Johns, at the time President-Elect; and Jane Jarrow, the AHSSPPE Executive Director at its central office.

A draft survey was designed, with input from the various AHSSPPE committee chairpersons and others, to assess how members evaluate the Association's current activities and how they rate the priorities of the Association in terms of how AHSSPPE should spend its time and resources. The survey was then refined and sent to all AHSSPPE members in early fall, 1984.

RESULTS

Two hundred eighty-three surveys were tabulated and the results presented in the report. This represents a return rate of 41%. Several other surveys were received after the deadline for return. While a summary of the results is presented here, any member may ask for a copy of the full report by contacting the author. The Association thanks all the respondents for their willingness to complete the survey.

Results will be presented in the general order in which items were asked in the survey.

PRIORITIES OF THE ASSOCIATION

Members were asked to rank 13 items according to how they felt AHSSPPE should expend its time and resources. The top-ranked five items, in order, were:

1. Advocacy/awareness with professional educational groups
2. Annual conference presentation/workshops

3. Legislative advocacy
4. Advocacy/awareness with disability-related groups
5. Training

It is interesting to note that these items are clearly top priorities of the Executive Council as well as the general membership. Other items such as marketing/fundraising and publicity were ranked eleventh and twelfth respectively by the respondents, but are high priorities of the Council. It is likely that these activities were seen as not so important for focus by the total membership, but rather for those specifically assigned those tasks.

CONFERENCE INFORMATION

Respondents were asked to answer several questions about the AHSSPPE conference, since it has always been seen as the one vital time each year that the membership is able to join together to share and gather information.

Members were asked whether they generally attend the conference each year, regardless of where it is held. Response was about evenly divided on this quesiton, with 44% of the respondents indicating yes and 56% indicating no. We then asked several questions that would assist us in determining the factors that most strongly influence whether a member will attend the Conference.

The two factors that were ranked as having the most significance were institutional travel budget (85% of the respondents rated this as first or second priority in their decision) and preliminary program agenda (72% of the respondents rated this as a 1 or 2 priority factor).

Information about preferred dates for the conference as well as preferred sites was requested in the survey. In regard to choice of the time of year, the summer was clearly preferred by the respondents, who were asked to list their first three preferences for the month of the conference. July was listed by 47%, June by 33%, and May by 20%. June, July, and August were most frequently ranked as second and third choices.

A voluminous number of cities were named in the top three choices of respondents for the conference site, including several outside the U.S.! Of those selected most frequently, the top three, in order of the number of times cited, were Washington, DC; New York; and San Francisco, Chicago, and Seattle. It is interesting to note that while tourist appeal was cited as a low priority in determining whether to attend a conference or not, the top choices not only have large membership clusters near them but are also cities with considerable tourist appeal.

RATING OF AHSSPPE PUBLICATIONS

Members were asked to rate the publications produced by the Association and to make specific comments for the improvement of each of them.

Not too surprisingly, the *ALERT* and the *Bulletin* were rated as the most useful by the members. On a scale from 1 to 5, with 1 being "very useful" and 5 being "don't read," the *ALERT* was given a 1 or 2 rating by 84% of the respondents while the *Bulletin* was given a 1 or 2 rating by 82% of the respondents. All publications except the *Annotated Bibliography* were given a 1 or 2 rating in usefulness by more than 50% of the respondents; the *Bibliography* was given a 1 or 2 rating by 47% of those answering this item.

Comments for improving these publications varied tremendously, but samples for each of the publications are listed below. The comments with an asterisk next to them were given by more than one respondent.

1. *ALERT*
   More legislative information*
   Printed more frequently*
   Needs to be received on a timely basis*
   Good/fine as it is*
   More resource information
   More regional and SIG information
2. *Bulletin*
   More research-oriented articles*
   Become a professional journal*
   Publish more often*
   Well done/good work now, etc.*
   More detailed program/service information
   More updating on legislative and advocacy issues
3. *Conference Proceedings*
   Be sent out sooner*
   Consistent format/better layout*
   Fine as they are/great, etc.*
   Are they still being published?
4. *Membership Directory*
   List by school/college too*
   Update twice a year*
   Excellent resource/good, etc.*
   Loose-leaf format instead of stapled
5. *Annotated Bibliography*
   Updates needed*
   Make it broader/more comprehensive*
   Fine*
   Hard to use/rarely use*
   More on computers
   More on media resources
   Too complex; too many categories

Among the comments, all publications were asked to be put in large print or on tape. This request is already met for AHSSPPE periodicals

(ALERT and *Bulletin)*, which are provided in alternate media. We will be seeking input from members on how to best provide other AHSSPPE publications in alternate modes.

Lastly, in regard to publications, members asked if they felt they had needs that were not currently being met. Of the respondents, 76% said no and 24% said yes. Overall, members seem, by a significant majority, to believe that current publications are adequately meeting their needs.

MEMBERSHIP

The survey asked members where they felt recruitment efforts for AHSSPPE membership should be focused and asked for any specific suggested target groups. Members were asked to rank 1, 2, and 3 (1 top priority) the groups to be targeted for membership—postsecondary education providers, persons or groups having a professional interest in equal educational access for disbled students, or other. The majority of respondents felt that recruitment should continue to focus on postsecondary education providers (69%), while 45% of the respondents listed the broader audience as their first choice for possible membership. Only 4% of those responding selected the "other" group as their first choice target audience. A sample of suggested groups to contact includes employers, independent living centers, disabled students/organizations, secondary school counselors and staff, state rehabilitation officers, parents of disabled students, private industry and business leaders, and other minority group leaders including feminist/women's organizations.

MARKETING

Members were asked whether they were aware of AHSSPPE's activities in the areas of marketing and publicity and were asked for suggestions that could assist in increasing the Association's image as well as developing future resources. These items indicated that we do need to let the membership know more about our beginning efforts in these areas, and that if they are aware, many members will be glad to give "leads" to the Marketing Committee. For example, when asked if they were aware that AHSSPPE had been marketing membership labels and selling ads as fund-raising activities, and as an information/outreach activity, 65% of those responding said no, while 35% said yes. This is a fairly new activity for the Association and it will be publicized more widely than in the future. Sixty-three percent of the respondents said they would be willing to furnish contacts to AHSSPPE for the purpose of marketing activities.

There was widespread agreement that AHSSPPE should be publicized in outside media sources and a large number of potential sources were listed. Patricia Pierce, Publicity Chairperson, has begun to compile a list of such sources and will add those suggested to her list. This is an ongoing activity, so anyone with further suggestions should contact her at Vanderbilt University in Nashville.

LEGISLATION

Legislation, and legislative advocacy, were listed as high priorities of the respondents and are high priorities of the Exeuctive Council as well. Members were asked how they believed we could best reach them with legislative information on a timely basis and in a practical manner. Responses, in order of frequency, were (1) *ALERT* articles, (2) special mailings, (3) *Bulletin* articles, and (4) phone network. While some people favored a phone network, others felt it would be too expensive. The same pattern of responses was seen in regard to special mailings. There did seem to be agreement that where an issue was of vital importance to us, quick action to all members via phone or mail should be taken, but that these issues should be of great significance, such as the recent Section 504 deregulation initiatives. Ninety-seven percent of those responding indicated that a regular review of court decisions affecting disabled students in the *Bulletin* would be helpful to them. This has been done periodically and will be strongly recommended to the new Legislation Committee Chairperson. Respondents were almost evenly divided on whether AHSSPPE should produce a regular newsletter devoted to legislative issues and a somewhat small majority said they would not pay for the special newsletter. Specifically, 49% said we should produce such a newsletter, while 51% said no. Further, 58% said they would not pay for a special newsletter on legislation, while 42% said they would pay for it. Other ideas given for reaching members about legislative issues were conference workshops, regional workshops, a lobbying committee based in Washington, DC, a hotline or referral service, and a recorded message on the latest legislative happenings.

REGIONALIZATION AND SPECIAL INTEREST GROUPS

Members were asked whether they felt regionalization could work within AHSSPPE and what they most wanted from the Special Interest Groups (SIGS). As we all know, this has been a challenging area to define and implement within the Association, and while no definitive answers were presented, the results do give us some information to help assist in planning future activities.

The majority of respondents, 76%, felt that regionalization could work within AHSSPPE, even with a membership of 600 people. When asked what type of activities they would tend to participate in with regionalization, 95 respondents said they would participate primarily in regional activities/meetings, 35 said they would participate primarily in national activities/meetings, and 128 said they would participate in both regional and national activities/meetings. When asked if they would be willing to spend time organizing regional activities, 67% said yes while 33% said no.

With respect to the SIGS, members were asked to rank from most important to least important the following sources of information: newsletters, updates/reviews, general information, and other. General information was stated to be most important, with 56% of the respondents ranking it at the top, followed by a newsletter, and then updates/reviews. Other suggestions included regional SIG activities, papers on topics of special interest at the conference, *Bulletin* articles, designated resource people, and articles in the *ALERT* about programs, etc.

GENERAL COMMENTS—NEW DIRECTIONS

Members were asked to name the one thing that they would like to see AHSSPPE do that it is not now doing. Naturally, this elicited a significant number of divergent responses, which will be presented in general cluster areas. In addition, selected responses that may be of interest are presented. Persons interested in reading detailed suggestions may ask for a full copy of the survey data. Clusters of responses were:

- More efforts toward regionalization and related activities
- More legislative activity and establish a higher profile
- Broader recuitment of members and officers
- Increase relevant information to members outside U.S. (Canada)
- Become more financially secure
- Develop more training opportunities
- Build relationships with organizations with similar purposes
- Establish itself as the authority on higher education and handicapped students
- Fine as it is; no change needed

Selected responses, which seem to summarize the above, include:

> *AHSSPPE needs to establish an identity as "the" source on disability related issues in higher education. We need to be the leaders to whom the others look for guidance on the issues. We need to promote professionalism in the ranks.*
>
> *Work to improve the relationship between secondary and postsecondary educators. The link is weak. Postsecondary schools are reaping the fruits of 94-142 and our advocacy has opened doors to many. However, many students are unprepared for college. What to do?*
>
> *Invite national figures, i.e., Frank Bowe, and Presidents of allied organizations, i.e., APGA, ACPA, etc., to address AHSSPPE. Hopefully, this would be reciprocal. Purpose—form coalitions for political purposes—such as legislation to provide funds for increasing campus accessibility—increasing services.*
>
> *Regionalize. More people can participate regionally.*

> *I think the organization is one of the most creative, organized, productive groups I've ever been involved with! I would like to see the Executive Director and Business Office become more secure financially.*

SUMMARY

The membership survey undertaken by AHSSPPE in fall 1984 yielded a significant amount of information that has been helpful to the Executive Council in setting policy and future goals for the Association. While many of the responses varied and showed diversity, there were numerous patterns, as outlined in this report.

The Council again thanks all members who responded to the survey and invites interested parties to write for the complete data summary. We look forward to putting your ideas, desires, and expectations into action.

literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

Marketing Your Abilities: A Guide for the Disabled Job Seeker by Jeanine Lobodinski, Deborah McFadden, and Arlene Markowicz. Washington, DC: Mainstream, Inc.

Reviewed by Veronica Leona Porter, Assistant Professor, Northeastern University, Boston, MA.

Marketing Your Abilities: A Guide for the Disabled Job Seeker is a well-written, clear, concise introductory publication that will get the disabled job seeker well underway in preparation for his or her job search campaign. Lobodinski, McFadden, and Markowicz have highlighted the key ingredients for a successful job search in an easy-to-read, but noncondescending manner. Their approach is honest, yet quite positive.

In their opening remarks they state, "Taking charge of your job-seeking is the first step toward gaining productive, competitive employment. Get ready to channel your excitement into improving your job-seeking skills. Remember, the assertive job search begins with you." They encourage the disabled job seeker to be prepared with information and develop personal strategies to engage in an *active* job search where he or she is in control of the situation. No more waiting for vocational rehabilitation agencies as exclusive resources; the disabled job seeker must launch an all-out personal campaign to assertively locate and obtain the right job.

The authors address the importance of a well-written resume. They discuss the various types of resumes and how to select an appropriate one to best highlight one's interests, skills, and abilities. There is also discussion and information regarding whether or not to mention one's disability and examples of how to do so positively. Similarly, using the cover letter to one's best advantage is included, and the authors have provided some good basic examples of both resumes and cover letters.

The section on interviews was approached sensitively and positively, with excellent examples of how to deal with difficult and, perhaps, inappropriate questions of employers during an interview. The positive theme throughout this publication is consistent and the interviewing section is no exception. The authors consider the role and feelings of interviewer and job seeker and take the stance that it is important to explain and inform in a positive way so that both parties feel comfortable with each other. Stressing "abilities" as they relate to job tasks with examples will set the stage for productive interviewing. The authors encourage the disabled job seeker to develop a personal, functional definition of his or her disability that steers clear of presenting the information as a medical condition or personal problem, but rather includes clearcut examples of tasks that can be performed.

How and when to negotiate for job accommodations is also discussed, and the disabled job seeker is encouraged to be familiar with his or her needs.

The publication also covers information on statutes and legislation on discrimination and advice for job seekers.

This guide provides an excellent "Checklist for Success" and a helpful bibliography that includes information on assessing skills, resumes and interviewing, directing the job search, and legislative information.

Though this guide was written for disabled job seekers, the information is transferable to career counsellors and employers alike.

In summary, this publication is one of the few, to date, that addresses, head on, the problems facing disabled job seekers and positive strategies for dealing with these issues. It is upbeat and recognizes the responsibilities of individuals and employers and consistently reminds us that ability gets the job done.

Marketing Your Abilities can be obtained for $2.50 from MAINSTREAM, INC., 1200 15th Street, N.W., Washington, DC 20005, (203) 833-1136 (Voice/TDD).

Handicapped Student Services in Post-Secondary Education: Reflections Through the Looking Glass by Richard Harris; edited by Jane Jarrow. Available from AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

Reviewed by Liz Neault, Editor, AHSSPPE Bulletin

Most of us, when we write about our work, are savvy enough not to do it in the mirror. We look for nice, neat sentences and carefully construct them in a technically appropriate stype that will provide the reader with the right amount of access to ourselves and our work. You just can't do that in a mirror, and Richard Harris, author of *Reflections*, is no exception. So, if you're looking for something that is precise, controlled, and politically acceptable—pass this one by. He wrote it in a mirror.

> *I counted the ceiling tiles, we talked about the weather, we talked about my home town, we talked about her home town. We didn't get anywhere near talking about transportation, personal care, notetaking, or any of the other things that we properly should have been dis-*

cussing at that time ... all because there was a feeling going on both in my head and in the pit of my stomach that I couldn't deal with this.

Something different happens when an author tells us not what he does, but who he is. Why he is there. And what it's like when you're not quite sure where it all came from.

Before I got into this position, I not only didn't have any formal training in the field, but the little I did have was of a negative nature. I had avoided situations where I might be in contact with handicapped people.

Reflections. For the times we forget that most of us, if not all of us, were not born into our jobs with enabling attitudes intact. For those days when we find ourselves talking too long and too impassioned about the attitudes of others. It reminds us to continue looking at our own personal feelings about disability. It warns us that, unless we deal with our own gut reactions, whatever else we do will not be right.

When he announced to me that he was going to major in Industrial Arts, I was at a loss. In my mind, I felt this was totally ridiculous. Fortunately, this young man had a much better fix on where he was headed because, if it had been up to me, he wouldn't have made it.

Reflections. It's like entering a room suddenly full of disabled student service images and recognizing almost all of them, some with a smile, a nod of agreement, a shock of recognition.

The annoyances.
It is not uncommon for me to get a phone call from a faculty member who starts out by saying "I have one of your kids in my class."

The ultimatums.
One afternoon, all the interested parties met at the foot of the stairs and I basically told them that I was going to keep them there until we came up with a viable solution.

The issues.
In the past few years, it has become a common cliche to say that the ultimate in handicapped rights is to sink or swim just like everybody else. ... The assumption that goes with sink or swim is that everyone has had the same number of swimming lessons!

The regrets.
So many times I have recalled that situation and that person and wished that I could do it over again. I think I'd do better this time.

The results.
The net payoff from the work of a handicapped services provider may be found in small stories, in graduation scenes, in the work and life stories related by alumni. After 11 years in the field, I think the greatest benefit to me has been my own personal awareness and growth, and a simple broadening of my human perspective.

Reflections. A little book that gives big credence to my own belief that handicapped student service literature is, at its best, written by one of our own.

One final note. There is a shadowy image to *Reflections*. An unobtrusive image that is the hand of an editor who knew the difference between intervention, and interference. When to move, and when to let be.

> *The words you read hear are, essentially, a transcription of [that] tape recording. I have done a little editing to put things in a readable form, but I felt it was important to leave things in his words, and his style, as much as possible.*

Jane Jarrow, editor of *Reflections*, makes the job look easy. This editor knows; it is not.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Kay Lesh, Editor, Disabled Student Services, Cherry and Second Street, University of Arizona, Tucson, AZ 85721; (602) 621-5183.

AHSSPPE
Bulletin of the Association on Handicapped Student
Service Programs in Post-Secondary Education

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president's message

Dear Colleagues:

In my letter to you this edition, I would like to do two things. First, I would like to share with you my awareness of several major areas in which we must move to make AHSSPPE stronger and more visible. Second, I want to emphasize to you several key areas where we must actively exercise our individual and organizational legislative advocacy, for these issues are at the very heart of our ability to provide access to higher education for students with disabilities.

In regard to my travels and work as AHSSPPE President, several things have become increasingly clear to me. One, we have a long way to go in achieving wide recognition as *the* organization dealing with disabled students in higher education. While we are well known among "our own ranks," many decision makers and key organizations are just learning we exist. There are several factors in the limit to our visibility. One is that in our early development, we focused on campus issues and needs and internal organizational structure. This is perhaps why AHSSPPE has grown so significantly during its relatively brief existence. A second factor is the need for a strong visibility in Washington, DC. It appears that since national policy-making and other decisions are made in Washington, the people there *must* know us *and* know us well. We must be on their minds when our issues arise, we must be ready with data, ready to testify, and quickly activate our communication networks. Right now, we must do this via volunteer efforts of the officers, the Board, the Executive Director, and our members. Part of my dream for AHSSPPE has become for us to be able to afford a permanent, perhaps part-time, paid presence in Washington. While I realize this is far away, I also believe if we keep our dreams and goals firmly in mind, they will motivate us in actions that will eventually lead to their fulfillment.

An additional method to become more visible is to interact actively with key people and other related organizations. Some of this has been accomplished this year and has been very positive. In January, Jane Jarrow and I met with staff of Senator Weicker's Subcommittee on the Handicapped, staff of Senator Robert Dole, the National Organization on Disability, and Dr. Wendy Cullar, a key aide to Madeleine Will. Since then, I represented AHSSPPE at a "Summit" of presidents of national organizations dealing with protected groups at the Conference of the American Association for Affirmative Action. This conference, the draft "Terms of Agreement" we created, and our report to the membership were very productive. In April, I again represented AHSSPPE on a panel on Transition at the Conference of the National Council for Independent Living. Not only was I joined on the panel by our friend and colleague, Dr. Frank Bowe, but a group of us were able to meet with Vice-President George Bush and his chief counsel Boyden Gray for a dialogue on disability issues. In the meantime, Jane Jarrow has served on several advisory councils and Rich Harris, president-elect, presented on behalf of AHSSPPE to the Council for Exceptional Children (CEC) at its conference. Additionally, we are continuing outreach efforts to new members and publicity to numerous sources. All these efforts will increase our visibility, as will the acceptance of the Legislation Committee Chairpersonship, by Linda Donnels and Bill Scales, both of the Washington, DC area. I realize that we do not want to neglect local and state issues and needs, and these often rightfully predominate. However, to firmly establish ourselves as *the* national organization dealing with higher education for disabled students, we must continue and intensify our activities. I believe the more clout we develop nationally, the more strength we will be able to give our campuses, our states, and our regions.

Second, I wanted to discuss several key legislative issues on which we must act today. The Civil Rights Restoration Act, with bipartisan support, will restore the integrity and congressional intent of Section 504 of the 1973 Rehabilitation Act. We consistently hear that opponents are very actively making their views known. We must do the same. I urge you to read more about the Restoration Act in "Legislative News" and write today. You also are probably aware of the significant proposed budget cuts for higher education, cited in the last *ALERT*. While some of these (TRIO 53% cut, FISPE eliminated) may not pass this year, we still must make our views known. This is no time for complacency and silence. You must take a few minutes to write letters on these issues if you believe we must maintain and implement a national public policy of access to higher education for *all* qualified students, including students with disabilities.

In closing, I ask you two things. One, to recommit yourself to advocacy and to act on that commitment. Two, to keep AHSSPPE in mind in your interactions with *all* education- and disability-related groups and *help us* raise our visibility. We can only continue to make change if we act in numbers. Please join me in working to continue to promote equal access to higher education for students with disabilities. It is time well spent!

Catherine Campisi Johns, PhD
President

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

ADMINISTRATIVE AND ACADEMIC PROCEDURES FOR STUDENTS WHO ARE DISABLED

by **D. Onwood, D. Freimuth, S. Rickert,** and **M. O'Hear,** all, Indiana-Purdue University at Fort Wayne, 2101 East Coliseum Boulevard, Fort Wayne, IN 46805.

In attempting to ensure the rights of all persons to obtain access to courses for which they are qualified, many universities and colleges have established an acceptable level of physical accessibility to their academic facilities. However, fewer may have addressed the issue of establishing satisfactory procedures for advising, registering, evaluating, and keeping records for disabled students. We believe that the absence of such procedures may inhibit the opportunities of disabled students.

To be effective, the procedures should be designed to serve disabled students both sensitively and realistically. Procedures should guard against the weakening of academic standards, yet provide for reasonable modification of programs and courses to meet the needs of disabled individuals. They should ensure that instructional faculty be involved as early as possible in the counseling of their potential students who are disabled and recognize that a most important element in educating the student involves engendering an awareness in the instructor of each student's abilities. Procedures should establish time-frames for the counseling and registration of disabled students so that each student who, on the basis of disability, requests special access, facilities, or other consideration allows sufficient time for needs to be evaluated and met. They should ensure that disabled students are not excluded from a program solely because of physical inability to complete an element of the program that, though desirable, is not essential. They should reflect the following axioms: (1) although the number of permanently disabled students is small, acess to education is the one factor most likely to enable them to become contributors to society; (2) most persons spend some parts of their lives with a disability; and (3) improvements made to learning situations for disabled students usually improve the lot of all students. They should also emphasize that the responsibility for academic performance lies ultimately with each student and that a disabled student is the best single resource for the evaluation of his or her capabilities.

Finally, the procedures should at all times recognize that academic decisions are, and should be, made by the faculty of the institution through its designated units, and that modifications to a degree program can be made only by the unit responsible for the program. They should never be construed to prohibit or discourage reasonable accomodation to disabled students, but rather to act as a framework to ensure that the rights of every disabled student are protected.

Recognizing the above, the following procedures have been adopted at our campus. Since they have provoked widespread interest in other institutions in the process of formulating similar policies, they are offered here in the hope that they will provoke and stimulate reasoned discussion of both their philosophy and specifics. An underlying theme is early consultation with all parties involved in the education of students who are disabled and a flexible response to the needs of those students. This policy was developed in consultation with, and adopted with the support of, representatives of our disabled students. We believe that it affords a range of choices to each disabled student.

CURRENT POLICIES FOR DISABLED STUDENTS

1. Declared and Undeclared Disability

A. Undeclared Disability. A disabled student may choose not to formally declare a disability and to use our usual registration and counseling procedures. In this case, the student will not generally be entitled to special consideration in classes, beyond those that would be granted to the nonhandicapped: the remainder of the policy would not apply.

B. Declared Disability. If a disabled student formally declares a disability through the institution's Office of Disabled Student Services (DSS), then certain procedures must be completed prior to the student's admission to a program or registration in a course in which the student will request special consideration; and certain records will be kept in some cases.

2. Admission to a Program

Before admission to a program of study, a disabled student should, through DSS, advise the academic unit offering the proposed major about (1) the program sought and (2) the nature and extent of the disability. The disclosure should be as complete as possible and comprehensible to nonspecialists.

The academic unit may then schedule an interview with the student, so that the advisor(s) can discover the extent of the student's skills, and the student can learn what the program involves. In any case, within four regular semester-weeks of the disclosure, the academic unit shall advise the student:

- **A.** That the disability does not, *per se*, appear to prevent the student's meeting the requirements for the program; or
- **B.** That, while the disability may prevent the student's fulfilling some of the requirements for the program, those requirements may be replaced by other, designated academic alternatives the student could be expected to fulfill; or
- **C.** That the disability will prevent the student from fulfilling indispensable requirements for that program, and the student should not or cannot pursue that program.

Admission to a Course

In order that the individual needs of disabled students may be met as fully as possible, each student is responsible for evaluating a course in the context of his or her disability before registering for that course. If a student desires, the DDS shall provide letters of introduction to enable him or her to have pre-enrollment access to classrooms and other academic exercises. Such visits should be conducted so as to avoid disturbance of the course.

In any case, by the end of the seventh week of the full semester prior to the session for which registration will be sought, the disabled student snould, through DSS, give written notice of his or her disability to the academic units housing courses in which he or she wishes to enroll and indicate those special accommodations requested in those courses. The units shall evaluate the requests and respond in writing to the student and the student's academic advisor within 2 class weeks. The response should indicate:

- **A.** That the student will be accommodated in the course and given essentially the same course content as the nondisabled, evaluated appropriately, and awarded a letter grade;
- **B.** That the student could be accommodated in a modified course. If the modification would be such as to render quantitative evaluation inappropriate, the student may consider registering under a pass/no pass option if that option is available;
- **C.** That the accommodations requested by the student are incompatible with the course objectives; or
- **D.** That the unit has some other response that speaks to the issues of accommodations, evaluations, and grading for that student in that course.

4. Records of Modified Courses

The student's academic unit may indicate, in writing, its willingness to accept a substantially modified course for that student's program; decisions will be made at the department level for departmental requirements, at the school level for school requirements, etc. A unit's decision should not be binding on another unit if the student subsequently changes major. The student's academic unit should therefore ensure that records of such course modifications are maintained and that its students' records indicate which credits have been obtained in modified courses.

5. Appeals from the Decisions of an Academic Unit

Within two weeks of an academic unit's response to a request from a disabled student, that student may institute a written appeal with the academic unit through DSS. The first step should occur within one week and should be an informal meeting of the student, DSS, and the academic unit's designated representative. If the situation has not been resolved, a formal meeting shall be held within 10 days, involving the academic unit, the student, and a member of DSS staff. If resolution does not then occur, the ultimate decision shall be made by the dean or coordinator of the appropriate major academic unit offering the course or program, or a designee.

The appeals procedure should be completed within 5 weeks of its initiation. If the academic unit does not respond to an appeal in a timely fashion, the appeal shall be upheld.

HISTORY OF THESE POLICIES

These policies were developed, through administrative and faculty committees, in order to meet a need perceived by students, by faculty, and by administrative staff. They have been in place for over a year: they are incorporated into the University Bulletin by reference.

While they have not been tested in a legal forum, they appear to be working well. One shortcoming with the timetables set forth above might appear to arise with incoming freshmen, but this has so far not presented a problem: students with handicaps who have not contacted us well before their first semester are registered in required courses in which they require no accommodation.

on campus reporter

ONE COLLEGE'S APPROACH TO SIGN LANGUAGE AS AN OPTION FOR A GRADUATION REQUIREMENT

Jon Roosenraad is currently the Chair of the Department of Journalism in the College of Journalism and Communications at the University of Florida. **Mary Skorheim** is currently an Assistant Dean for Student Services and coordinates programs and services for disabled students at the University of Florida.

Proficiency in the use of sign language now satisfies one of the requirements for a degree from the College of Journalism and Communications at the University of Florida. Students seeking degrees from that college may now choose one of the following three options to fulfill part of their graduation requirements: one foreign language (10 credit hours); a quantitative option of computer, accounting, and statistics classes (7 credit hours); or proficiency in American Sign Language (10 credit hours).

The approval of the use of sign language occurred in the fall of 1984 but the process to get approval began the previous spring. It was during the spring term 1984 that a broadcasting major, a hearing student, appealed to that department to accept his ability to use sign language to fulfill the foreign language requirement. The department denied the individual appeal and the student eventually brought it to the college petition committee, whose responsibility is to hear requests for exceptions to regulations. The student's petition was denied.

The student's approach changed from requesting an individual exception to requesting a change in college requirements. The request was appropriately made to the College Curriculum Committee. In September 1984, this committee met to discuss the request. The student presented evidence of the widespread use of sign language in the United States. In addition, support was voiced by faculty and students at the University of Florida who either teach or use sign language. Documented evidence of the acceptance of sign language at other postsecondary education schools, particularly the Texas University System, was presented. The committee voted 3 to 2 on a substitute motion to accept sign language proficiency as a third option for graduation requirements for the College of Journalism and Communications. The issue was presented to and approved by the faculty of the College in October. It is important to note that the use of American Sign Language (ASL) was not voted to be equivalent to a foreign language but a skill that fulfills a graduation requirement for one college at the University of Florida. This is not a university-wide policy; it is only in effect in the College of Journalism and Communications.

The meetings of the College Curriculum Committee and the faculty meetings received broad media coverage from local, state, and national press, including television film coverage. The main debates centered on the issues of how and if ASL could be taught and tested on campus and whether or not ASL was a foreign language. The student presented ASL as a foreign language. College faculty members had mixed reactions. One committee member, Dr. Joseph Pisani, stated, "There is no question in my mind that ASL is a language. The question is whether it's a foreign language. After studying it these last few months, I've come to the interpretation it is." Another view was expressed by Professor Benton Patterson, "My understanding is when they read, they read English; when they write, they write English. I'm just not ready to concede that it's a foreign language any more than the Morse code is."

Reactions from faculty outside the College of Journalism and Communications were also mixed. Dr. E.C. Barksdale, former chair of the Department of Germanic and Slavic Languages said, "It is a type of foreign language because of the code that has to be studied to understand ASL. While it is true that there is no 'deaf literature' that is equivalent to 'Spanish literature' or 'German literature,' anyone who has seen a university lecture being signed will realize that signing can be a vehicle for the transfer of subtle and complex ideas. The deaf lack a literature because until recently, they have had no alphabet. Alphabets are based on sounds and the deaf have no sounds. Such 'alphabets' as have been devised for them lack signs for facial expressions which form a major part of the communication event. Although the deaf lack literature, they do have a highly developed culture."

Dr. R. Gay-Crosier, chair of the Department of Romance Languages and Literatures, felt differently. "From the perspective of Liberal Arts it is not equivalent to a foreign language. Absent from ASL are the written, cultural, and historical components of a foreign language. I would support it if the student's professional goals involved the use of sign language, as in Special Education. It is more of a trained skill than it is an applied study of a language." Another perspective was expressed by Dr. R. Bernard, chair of the Department of Anthropology. "I think it's important to consider signing as an independent language and not worry about whether it is a foreign language. They're thinking in the language. As opposed to thinking in

English, they're thinking in sign."

To meet the requirement for the College of Journalism and Communications a student has to pass a sign language proficiency test that is equivalent to a 10 credit hour proficiency requirement in a foreign language. Procedures to be used for certification are still being designed, but it is likely that staff from the Office of Vocational Rehabilitation, who are certified in ASL, and UF faculty will be involved in the certification.

Sign language is currently taught in only one course at the University of Florida and ASL training is not currently available on campus. The only sign language course taught for credit on campus is a two-hour course called "Manual Communication." This course is only for graduate students in audiology and speech pathology programs. It includes signed English and ASL but does not prepare students for certification.

Students can also enroll in a Leisure Course (noncredit) in Beginning Sign Language offered through the J. Wayne Reitz Union. This course is an introductory course and includes fingerspelling, sign language, and basic theory. The course, offered this Spring for the first time in 2 years, had capacity enrollment early in the registration time period.

Courses in sign language are also available off-campus through the Community Education Program. These courses have been offered for at least 10 years and include all levels of sign language. While the ASL component does not include enough training for certification, future plans include ASL certification. As evidenced by those courses mentioned, students at the University of Florida would have to come into the campus with a prior proficiency to meet the college's requirements.

The acceptance of proficiency in sign language as a third option for graduation requirements for the College of Journalism and Communications is recognition of sign language as a valuable communication skill that requires extensive training and study to master. Other colleges that may be considering this option should be aware of the diverse reactions and debates that will likely occur during the discussion of this issue.

association news

ATTENTION: ALL SIG-DEAFNESS MEMBERS AND OTHER INTERESTED PERSONS

by Claudia Bergquist, Chairperson, SIG-Deafness

Allow me to introduce myself, officially, as the new chairperson of AHSSPPE's SIG-Deafness. Thank you for the opportunity to accept this position. It is a challenging position!

As the new Chair, I would like to take this opportunity to request your assistance in "re-evaluating" our group. I am aware that all of you have mutual concerns, good ideas, etc., that would benefit in providing services to the deaf/hearing impaired students within post-secondary programs across the country.

I am asking you to please share with me, and the members, such issues, concerns, and ideas. This sharing will allow our group to not only grow in numbers, but also to grow in our ability to share your professional expertise and wealth of information we *all* have within ourselves and the institution we serve.

For your information, in advance, there will be a meeting at the AHSSPPE '85 Conference in Atlanta for the group. The date and time will be made known later. Please make every attempt to attend the meeting. If you are unable to attend the conference and wish to share your thoughts, by all means, do contact me. I can *assure* you, your input will be shared with others.

Thank you for your support!

Please send to: Claudia Bergquist, Handicapped Student Services, Columbus Technical Institute, 550 E. Spring St., Columbus, OH 43215-3395; (614) 227-2570 (Voice) or (614) 227-2563 (TTY).

HELP REQUESTED IN RESEARCH REVIEW

Executive Director Jane Jarrow has been asked by the National Rehabilitation Information Center (NARIC) to assist in compiling an extensive review of available literature concerning the integration of disabled students into higher education. This Rehabilitation Research Review project, produced by NARIC under contract to the National Institute of Handicapped

Research (NIHR), is designed to review and analyze the topical literature including information on research-in-progress and recommendations for future research. An initial review indicates adequate availability of philosophical and practical information, but a paucity of data-based research studies. **Your help is urgently sought** in bridging this gap. If you have knowledge of data-based research available (OR in progress) concerning handicapped students and handicapped student service programming in higher education, please pass this information along *as soon as possible*. Send the bibliographic notation, the name of a contact person and description of the study, OR a reprint of the article to Jane Jarrow, P.O. Box 21192, Columbus, OH 43221.

FOURTH EDITION OF AHSSPPE's *ANNOTATED BIBLIOGRAPHY* NOW AVAILABLE

The fourth edition of AHSSPPE's *Annotated Bibliography of Information Sources* is now available for sale. This valuable resource guide now contains more than 200 entries describing books, journals, media presentations, organizations, equipment and suppliers of particular interest to the service provider dealing with disabled students in higher education. More than 20 entries have been dropped since the publication of the 3rd edition in Spring of 1983. In their place, 75 + new entries have been included, listing some of the newest additions to the body of information available. Many of these new additions deal with computers/technology or with evaluation and support to the learning disabled population. Existing entries were re-checked and changed (as appropriate) to reflect new addresses, phone numbers, prices, etc. If you own an earlier edition of the *Bibliography*, send for the 4th Edition Updates ($6.50/members, $10.00/nonmembers, plus $1 postage and handling). If you do not have a copy of the *Bibliography* in your library, order the full text today ($12.50/members, $15.00/nonmembers, plus $1.50 postage and handling) by contacting the AHSSPPE office at P.O. Box 21192, Columbus, OH 43221, (614) 488-4972 (Voice/TTY).

upcoming meetings/conferences

AHSSPPE '85 ...FOR TOMORROW IS ANOTHER DAY!...

AHSSPPE will present its 8th annual conference at the Atlanta Hilton in Atlanta, Georgia, from July 24 through July 27, 1985. The event will follow the tradition of excellence that previous conference attendees have come to expect from AHSSPPE gatherings, including innovative sessions, highly qualified presenters, and careful attention to detail.

The Conference Planning Committee is pleased to offer some exciting Pre-Conference Workshops on Wednesday, July 24, 1985.

A SHORT COURSE ON DISABLED STUDENT SERVICES

Richard Harris
Coordinator, Handicapped Services, Ball State University

Created and produced especially for new audiences
Fast Paced, Riveting, and Eminently Entertaining!

Also featuring Sam Goodin, Jane Jarrow, and Warren King, seasoned professionals who will address faculty awareness, classroom accommodations, theories of organizational models, specific service areas, and more!

8:45 AM–4:15 P.M. $40.00 (includes lunch)

NOTETAKING FOR HEARING-IMPAIRED STUDENTS: WHO, WHAT, HOW AND WHY?

National Technical Institute for the Deaf

Jimmie Joan Wilson
Associate Professor/Coordinator, Tutor Notetaker Training
Joyce Lewis
Assistant Professor
Amelia Kennedy
Support Faculty

An important workshop on the principles of training and managing notetakers. Participants will learn how to adapt the NTID methods and materials to meet their own institution's needs.

8:45 AM–4:15 P.M. $40.00 (includes lunch)

TAKING CHARGE OF TOMORROW TODAY WITH CAREER ENHANCEMENT SELF-MANAGEMENT STRATEGIES

Arkansas Rehabilitation Research and Training Center
in Vocational Rehabilitation

Roy Farley
Assistant Professor, University of Arkansas
Robert Akridge
Associate Professor, University of Arkansas
Bob Means
Professor, University of Arkansas

This workshop introduces and demonstrates three psychoeducational interventions designed to help students develop self-management strategies that will facilitate their adjustment from secondary to postsecondary training as well as prepare them to enter the work force, maintain employment, and advance in their chosen careers.

8:45 AM–4:15 P.M. $40.00 (includes lunch)

ALL PRE-CONFERENCE WORKSHOPS ARE ON WEDNESDAY JULY 24!

A SURVIVAL COURSE ON LEARNING DISABILITIES FOR THE UNIVERSITY COORDINATOR

Robert Morris
Assistant Professor
Georgia State University

This session is offered as an opportunity for attendees to increase their understanding of the nature of learning disabilities in postsecondary students.

8:45 AM–12 PM $25.00

TRANSLATING LINEAR TO LATERAL—STUDY SKILLS FOR STUDENTS WITH LEARNING DISABILITIES

Kaia Svien
Learning Disabilities
Consultant
University of Minnesota

This workshop highlights a study skills course taught from a lateral-thinking perspective. The course compares the traditional linear mode of academic thinking with the lateral mode in which many students with learning disabilities feel more fluent. Study skills that bridge both thinking modes will be discussed.

1:00 PM–4:15 PM
$25.00

ADMISSIONS TESTING AND COLLEGE TESTING FOR STUDENTS WITH DISABILITIES

Educational Testing Service

Marjorie Ragosta
Senior Research Scientist
Educational Testing Services

Catherine Nelson
Examiner

This workshop will have three components:

1. *Introduction to special accommodations for testing*
2. *Comparison of accommodations for testing disabled students*
3. *Policy issues surrounding accommodations*

8:45 AM–12 PM
$25.00

SYMPOSIUM-FOCUS ON AHSSPPE RESEARCH AND DEVELOPMENT

William Otis
Coordinator
Research and Development
Columbus Technical Institute

Kurt Schneidmiller
Director of Planning
Gallaudet College

Marjorie Ragosta
Senior Research Scientist
Educational Testing Services

Michael Stinson
Research Associate
Assistant Professor
Nat'l Tech. Inst. Deaf

This symposium will be open to all attendees who participated in the summer (1984) survey.

2:00 PM–4:15 P.M.
NO CHARGE

ALL PRE-CONFERENCE WORKSHOPS ARE ON WEDNESDAY JULY 24!

AHSSPPE 1985 CONFERENCE PLANNING COMMITTEE

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Tactile Maps on the College Campus: Resources and Development

Barry Delks *is an academic advisor in the School of Agriculture.* **Betty M. Nelson** *is the Associate Dean of Students and Coordinator of Services for Students with Physical and Learning Disabilities. Both are at Purdue University, West Lafayette, IN 47906.*

Visually impaired students need and deserve what all entering freshmen receive the first day on campus...a campus map! Blind and low vision students, staff, and visitors will have the potential to "visualize" the entire campus, locate specific buildings and streets, and gain greater confidence and independent mobility while on the campus of universities offering tactile maps.

Educators, industrialists, and citizens in general need to recognize the importance of integrating visually impaired students into our sighted society. Providing visually impaired students with tactile maps and thus a greater opportunity to attend a university can be the first practical step toward educational, career, and personal freedom for blind persons.

Eighteen blind participants at the Workshop and Symposium on Tangible Graphic Displays at the University of Louisville concluded that the use of tactile graphics should be increased and that "intensive training" in the use of tactile graphics should begin at a early age in the education of the visually impaired (Barth, 1982).

Visually impaired students need to travel to buildings, classrooms, offices, libraries, restrooms, and restaurants just as often as sighted people. Tactile maps have the potential to increase the independent mobility of visually impaired students to these locations (Horsfall & Vanston, 1981). Dr. John Barth (1982), a research scientist at the American Printing House for the Blind, cites several studies indicating that tactile maps "enhance" the mobility of the visually impaired in unfamiliar settings.

Joseph Wiedel (1983) of the University of Maryland addresses the importance of tactile maps in the *Proceedings of the First International Symposium on Maps and Graphics for the Visually Handicapped:*

> Over the past several years there has been considerable development in the area of tactual map and graphic production. The importance of this development is not that it has enabled some blind to acquire desired information, but that there is now an opportunity for a much wider range of blind people to achieve a greater degree of independence from the sighted. It is in this area that maps and graphics for the blind serve their primary purpose.

RESEARCH

After completing 10 months of research at Purdue University, it was concluded that tactile maps have the potential to provide greater confidence and mobility for blind and low vision students. This research included:

- Interviewing current as well as former blind students and staff about the usefulness of tactile maps
- Surveying more than 30 different universities and agencies concerning the development and usefulness of tactile maps (see Tables 1 and 2 for results of that survey)
- Interviewing staff members at Michigan State University, where tactile maps have been in use for several years
- Touring Michigan Braille Transcribing Service, manufacturers of the MSU map
- Communicating with several members of The Ohio State University staff about the usefulness and development of the OSU tactile map
- Interviewing Mr. Gil Crary, rehabilitation specialist at the Indiana Vocational Rehabilitation Agency, about the usefulness of tactile maps

All blind students interviewed responded very positively to the use of a tactile map. When comparing two examples of tactile maps, the blind students favored a small (11″ × 11.5″), simplified version. The low vision students responded positively to large print and the use of color on the maps. All the students agreed that the maps would aid them in "visualizing" the entire campus and thought they would be especially beneficial as an orientation tool for new students or staff.

Table 1 lists several universities that use tactile maps, summarizing the materials used, the method of production, cost, and additional comments from each institution. Also listed are several agencies and manufacturers that are sources of information and materials for the production of tactile maps (see Table 2). Many of the universities surveyed have cited "excellent" results with tactile maps as a tool for the blind or low vision

Table 1
Universities Using Tactile Maps

Institution	Type*	Size	Cost**	Additional Comments
Boston College B.K. Bontzen Division of Special Education Chestnut Hill, MA 02167 (607) 552-8435				Dr. Bontzen teaches a course in mobility-map making. Bontzen suggests personal orientation to the campus in conjunction with a tactile map.
California State University at Los Angeles Kent Wardell, Instructor Orientation and Mobility Prog. 5151 State University Drive Los Angeles, CA 90032 (213) 224-3145	Thermoform tactile map. P—Thermoforming			Wardell recommends clear symbols, no clutter, and a copy for each student.
Central Michigan University Robert Ringle Director of Physical Plant Mt. Pleasant, MI 48859 (517) 774-3401	M—Braillon P—Thermoforming	12″ × 20″	O—$1,400 A—$60/copy	Difficult to make changes. The map is supplemented with cassette tapes and has had excellent results.
Harvard University Dorothy Moser 266 Holyoke Center Cambridge, MA 02138 (617) 495-1540 (617) 495-4801 (TTY)	M—Plastic, pioneered by Joseph Gilligan P—Gilligan Tactiles, Inc. Thermoforming	11″ × 11½″	O—$10,000 (7 maps)	Supplemental tapes are very important. Use blind student input. The map is used by faculty, staff, students, and guests.

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*M—Material used; P—method of production.
**O—original; A—additional.

Table 1
Continued

Institution	Type*	Size	Cost**	Additional Comments
Michigan State University J.J. Jackson Director for Handicapped Stu. W-402 Library East Lansing, MI 48824 (517) 353-9643	M—Braillon P—Thermoforming	28 pg. book 24″ × 30″	O—n.c. A—n.c.	The map presents the campus in a manner in which it is easy to "visualize" campus routes.
Ohio State University Dick Maxwell 1971 Neil Avenue Columbus, OH 43210 (614) 422-3307	M—Photolathe P—Thermoforming	11″ × 11½″	O—Not available A—$3.00/ copy	The map is supplemented by a cassette tape. Large print and color are utilized for the low vision students.
University of Illinois Janet Find Services for Visually Impaired 1207 South Oak Champaign, IL 61820 (217) 333-4604	M—Photolathe (industrial weight plastic)	10″ × 18″		Keep map simple. Use input from blind students.
University of Louisville Bill Cox Director of Special Stu. Serv. Robbins Hall Louisville, KY 40292 (502) 588-6927	M—Styrofoam P—American Printing House for the Blind	24″ × 30″	O—$700 A—$4.00/ copy	Maps are available to each student as well as strategically located throughout campus.
University of Maryland Joseph Wiedel Department of Geography College Park, MD 10742 (301) 454-6602	M—Metal masters P—Thermoforming	3 pages 11″ × 11½″	O—Volunteer time A—Not applicable	Research the literature before making tactile maps.

Table 1
Continued

Institution	Type*	Size	Cost**	Additional Comments
University of Notre Dame Evelyn Booms Director of Handicapped Serv. P.O. Box 566 Notre Dame, IN 46556	M—Various P—Architecture students	4′ × 5′	O—$250 A—Not applicable	Color was utilized for the partially sighted.
Southern Illinois University at Carbondale Ron Blosser Wood Hall B-151 Carbondale, IL 61901	M—Various P—Design students	80″ × 50″	O—$300 A—Not applicable	
University of Tennessee Asher Derman Interior Design Knoxville, TN 37916	A large, immobile map has been produced of the Tennessee campus			
University of Arizona Kay Lesh Counselor College of Education—104 Tucson, AZ 85721 (602) 621-5183	Plywood	3′ × 4′		Too large; need a small, portable map.

Table 2
Manufacturers and Additional Sources for Tactile Maps

Manufacturer, Agency, or Institution	Important Information
Association of American Geographers 1710 16th Street N.W. Washington, DC 20009	Upon request, *Proceedings* from the first international symposium on maps and graphics for the visually handicapped can be purchased. An excellent review of current and future methods of production of tactile maps.
American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40205	APHB produces a tactile graphics kit with a guidebook for producing various tactile displays.
Dr. Armstrong Mobility Maps 223 College Street Long Eaton Nottingham, England	The Nottingham Mobility Map-Making Kit and handbook can be purchased on request. This low-cost kit has been used by several universities in the past, including The Ohio State University and University of Washington.
Michigan Braille Transcribing Service Mr. Ralph Hoffman 4000 Cooper Street Jackson, MI 49201	Director Hoffman coordinates inmates in the Michigan State Prison in producing braille textbooks, calendars, and tactile maps. MBTS has produced tactile maps for several universities, including Michigan State, Wayne State, and Central Michigan universities.
Gilligan Tactiles, Inc. Joseph Gilligan 34 Kilburn Road West Newton, MA 02165	Gilligan has years of experience and knowledge of working with the blind. Gilligan Tactiles have produced tactile maps for several universities, including Harvard University and Boston College.
Mr. Heguch J.P. Trading, Inc. 300 Industrial Way Brisland, CA 94005	Producer of swell paper.
The National Center for Educational Aids for the Blind Tomtebodavagen 11, S-171 64 Solna, Sweden	Producer of swell paper.
American Thermoform Corp. 2311 Travers Avenue City of Commerce, CA 90040	Producer of braillon.

student in "visualizing" the campus. Reacting to the implementation of tactile maps on the Harvard campus, one student stated, "I was thinking of leaving Harvard next year, but because of this, maybe I'll come back" (D. Moser, personal communication, March, 1984).

Representatives of several universities pointed out the difficulty of changing tactile maps when new construction occurred on campus. In addition, the staff of many universities stated the importance of input from blind students throughout the development of the maps. Indeed, it is the blind students, not the sighted, whom these maps will serve! Several representatives stated that supplementing the tactile maps with cassette tapes or personal campus orientation programs was necessary to assure the maximum potential and usefulness of the tactile maps.

Based on the survey of other universities and interviews with blind students, plans are underway to develop a tactile map of the Purdue University campus utilizing the same method as The Ohio State University. The Ohio State University has produced an 11″ × 11.5″ braillon tactile map that also uses color and large print to assist low vision students. A cassette tape is distributed with the map to describe how to use it. This quality map, which can be produced for approximately $3.00 per copy, seems to be an ideal prototype.

PROCEDURE

The production of a tactile map includes the following steps:

1. A Nottingham Map Making Kit may be used to build a replica of the campus. (This kit and a comprehensive handbook on making mobility maps can be purchased; see Table 2 for details.)
2. A Perkins Brailler may be used to type letters onto the map.
3. Using a silk-screening process, color and large print words can be added for low vision students.
4. The image of the campus is pressed into braillon by using a thermoform machine.

The final goal is a complete program to assist visually impaired students in gaining greater confidence and mobility on and around campus. Volunteers or staff members may assist the blind students in becoming familiar with various buildings, library services, and individual class routes. In addition to the map and guides, cassette tapes may be developed that describe specific routes to assist the visually impaired in "visualizing" campus.

NEW DEVELOPMENTS

Carl Snow, a staff member in the Purdue undergraduate library, is experimenting with a product called "swell paper." (See Table 2 for names of distributors.) This method entails copying a black-and-white campus map onto swell paper using a Thermofax machine. The black images copied onto the swell paper react to the heat of the Thermofax machine by swelling. The result is a raised image of the campus in less than 5 seconds for only $.50 per copy. This method has not been tested by blind students yet, and the quality and durability of this product remain in question at this time.

However, because of its immediate production capabilities and low cost, its possibilities are exciting.

CONCLUSION

The purpose of this paper is to provide a comprehensive picture of what might be done and where one can find information, materials, and approximate cost for developing tactile maps (see Tables 1, 2, and 3). It is hoped that this article will serve as an impetus for more research concerning the development of tactile maps and that others will find that tactile maps are a useful tool for orientation and mobility for visually impaired students. Appreciation is expressed to all those who responded to the Purdue survey and agreed to be interviewed.

Table 3
Estimated Budget for Tactile Maps

Expenses	Cost
Artwork	$ 50.00
Binding (20 maps × 10 pages × $.05)	10.00
Braillon (100 sheets)	20.00
Film positives	64.00
Nottingham Mobility Map-Making Kit	25.27
Printing	240.00
Student labor (140 hours × $4.10)	574.00
Thermoform (donated by State Library)	00.00
Travel	60.00
Miscellaneous (supplies, labor, etc.)	150.00
TOTAL ESTIMATED EXPENSES	$1193.27

REFERENCES

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Wiedel, J.W. (Ed.). (1983). *Proceedings of the first international symposium on maps and graphics for the visually handicapped.* Washington, DC: Association of American Geographers.

From Dream to Reality: A Unique University Committee on the Decade of Disabled Persons

Henry C. Dequin, *Associate Professor, Department of Library Science, Northern Illinois University, DeKalb, IL; and* **Yona Leyser,** *Associate Professor, Department of Library Science, Northern Illinois University, DeKalb, IL.*

The National Organization on Disability recently recognized Northern Illinois University (NIU) as the first academic community in the United States to establish a campus-wide Committee on the Decade of Disabled Persons 1983–1992. This article will describe the steps taken to establish the committee, as well as its composition, functions, activities, and some of the problems involved. This outline may provide some useful guidelines and ideas for people in other universities wishing to form a similar committee.

Several events and considerations provided impetus for the establishment of the committee. First, the United Nations, the United States Congress, and the President of the United States proclaimed the decade as a continuation of the International Year of Disabled Persons 1981 and the National Year of Disabled Persons 1982. Second, the passage of federal legislation (e.g., Section 504 of Public Law 93-112, The Rehabilitation Amendments of 1973, and Public Law 94-142, The Education of All Handicapped Children Act of 1975), as well as state legislation (e.g., H.B. 150 Illinois), have important implications for institutions of higher education involved in preparing professionals to work with disabled persons. Third, there is a growing recognition in society and academic communities of the need for greater awareness, advocacy, and action regarding disabled people. Fourth, various federal grants that support such educational endeavors are available.

The first step taken in establishing the committee was informal discussion between a few faculty and staff members involved in professional preparation or in serving disabled students on campus. As a result of these early contacts it was decided to bring together key faculty and staff members for an exploratory meeting. During a first meeting of interested members, it was decided to (1) form a Committee on the Decade of Disabled Persons 1983–1992, (2) invite a number of additional people on campus to join the committee, (3) develop goals and objectives, and (4) sponsor campus activities designed to promote greater understanding and acceptance of disabled people. During the next 6 months, the committee labored on these organizational tasks. It was also decided to ask the university president to recognize the committee as an official committee of the university.

The committee formulated the following charge:

> To increase campus-wide awareness of the goals of the Decade of Disabled Persons 1983-1992, as proclaimed by the United Nations and the United States Congress, through activities and programs designed to foster the expansion of educational and employment opportunities for disabled persons.

The committee also voted to function in accord with the nine-point Mission Statement of the National Organization on Disability, the agency spearheading the national observance of the Decade of Disabled Persons.[1] In addtion, the committee formulated these goals:

1. To promote campus-wide awareness of disabilities and disabled people.
2. To formulate a plan for the observance of the Decade of Disabled Persons.
3. To sponsor and encourage the sponsorship of special programs and events.
4. To assist with the identification of services and programs on campus and facilitate the dissemination of related information.
5. To promote the concept of programmatic and physical accessibility on campus.
6. To encourage an interest in research related to disabilities and disabled people

Committee membership is composed of four groups: (1) faculty members from various disciplines interested in or involved in the preparation of professionals to work with disabled people (e.g., special education, art therapy, adaptive physical education, allied health, and library science); (2) university staff, including the directors of services for handicapped students, the Section 504 compliance officer, and the librarian for services to the physically handicapped; (3) two student representatives who have disabilities; and (4) a local community representative from the city's Handicap Advisory Committee. Currently, the committee is considering the advisability of including a representative from the office of registration and records in order to coordinate orientations and other matters regarding disabled students.

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[1] The Mission Statement and other materials regarding the Decade are available from the National Organization on Disability, 2100 Pennsylvania Avenue, NW, Suite 232, Washington, DC 20037.

The committee received a strong boost for its existence when the president of the university, following several meetings and contacts with him by representatives of the committee, officially designated the committee as a presidentially appointed committee. In a special press conference, the president stated: "The purpose of the Committee is to foster a campus-wide awareness of disabled persons and improve their educational and employment opportunities both on campus and in preparation for when they leave campus."

Since its formation in 1983, the committee has met at least once and sometimes twice a month. People on campus and in the community have been invited to make presentations to the committee about their work for and with disabled people. The existence and activities of the committee have been publicized through various campus and community publications and radio stations. In all its publicity the committee uses its own logo, developed on the basis of the logo of the National Organization on Disability.

Other activities in process include an information sheet about the committee, a directory of campus organizations concerned about disabled people, and an assessment of the needs of disabled people on campus based on reports from various offices. The committee also plans to enter the National Organization Awards Competition, arrange for a disabled person as a colloquium speaker, and recommend a nationally known disabled person for an honorary degree.

In 1984 the committee planned and coordinated two Disability Awareness Weeks on campus. During these two weeks, one in the fall and one in the spring, a variety of activities and events was available on campus. Included were (1) art displays by disabled people; (2) displays and demonstrations of materials and equipment in the library (e.g., the Kurzweil Reading Maching and the Optacon); (3) two 3-hour workshops on "Attitudes and Awareness" and "Learning About Disabilities" for faculty, students, and residence hall counselors; (4) short films about disabled people; (5) hearing screenings for students and staff; (6) an information table, set up in the student center, with materials and handouts about disabilities, at which the directors of the Services for Handicapped Students provided information to students and faculty; (7) an open house by the Special Physical Education Clinic for faculty, students, staff, and the community; and (8) several special workshops in the area of arts for disabled people conducted by a guest artist. The mayor of the city officially proclaimed the week in October 1984 as Disability Awareness Week. During that week, special recognition was given to the Illinois Attorney General by the university and the committee for his work in establishing the Disabled Persons Advocacy Division within the state attorney general's office, the only such office in the United States. The Attorney General participated in a luncheon and presented a paper to faculty and students.

In its work the committee collaborates with departments, offices, and agencies on campus associated with disabled people, as well as with several funded projects that stress training personnel to work with disabled people. Such coordination and cooperation broadens the impact of the committee and underscores its critical importance.

Colleges and universities wishing to establish a similar committee may have to consider several variables, such as size, availability of faculty and departments interested in or included in programs serving disabled people, and the number of disabled people on campus. In addition, the following are of critical importance:

1. Committee members should be strong advocates for disabled people. They may be committed to disabled people either as part of their profession or for personal reasons. The office of handicapped students on campus can assist in identifying potential members for the committee.
2. The committee should be officially recognized by the highest campus administrator (e.g., the president) and designated as a standing committee on campus rather than an **ad hoc** committee. This will increase the committee's visibility and effectiveness.
3. A strong publicity program should be developed in order to promote interest and participation in the committee's sponsored activities.

For anyone thinking about starting a campus committee on the Decade of Disabled Persons, the following pointers may be useful:

1. Begin by gathering together a few dedicated believers. This small group should plan carefully, considering expanding the size and representation of the committee. Thought should be given to the possible incentives for those who are willing to commit themselves. The coordinator of the handicapped student services programs on campus may have such an initiative.
2. Contact various campus offices that serve disabled students, departments involved in training students to work with disabled people, student groups, and any existing funded projects related to disabled people.
3. Outline short-term objectives and long-term goals for the committee.
4. Select a powerful, organized, and influential chairperson.
5. Plan a variety of exciting activities to get recognition of the committee by the campus community, and give it wide publicity.
6. Obtain official sanction of the committee from the highest administrator.

Our experience has taught us that there are several problems in carrying forward the goals and activities of such a committee. First, any attempt to involve faculty and students and make them aware of disabled people and their needs is a slow process. We have learned that those who are most aware are the ones who support and attend programs and activities, while those who most need to develop increased awareness remain aloof and unresponsive.

Second, the committee has no budget. While this is a serious matter, it should not deter campuses from establishing a committee. Funding for programs and activities might be obtained from academic departments, campus agencies and offices, student groups, federal grants, and the president's office.

Third, there is a problem regarding the size of the committee. While it is desirable to have wide representation from all appropriate campus areas, this can result in a large committee and make it more difficult to schedule meetings and coordinate activities. With a small committee there may not be as much difficulty in scheduling meetings, but the representation on the committee will not be as broad.

Fourth, it is sometimes difficult (but necessary) to harmonize the different needs and demands expressed by committee members representing faculty, staff, disabled students, and the community. For example, NIU students have requested that the campus be made more accessible. Although this concern was supported by most of the committee members, it was met with some restraint and realism by those representing the administration because of the large expenditures required.

What about the future of the Decade of Disabled Persons, which will last until 1992? If more colleges and universities would establish committees, it might be possible to develop a network of committees within states and across the nation. Since publicity is always an important part of advocacy, it might also be possible to begin a newsletter that could be sent to colleges and universities across the United States. Regional conferences and, perhaps, a national conference could be planned, thus reaching out to bring together people who are involved in some way with the needs and concerns of disabled people. In this way, by the year 1992 the academic community could make a significant contribution to the cause of disabled students and other disabled people throughout the nation.

by Linda Donnels, AHSSPPE Legislative Co-Chair, Director, Services for Students with Disabilities, George Washington University, Washington, DC; and William Scales, AHSSPPE Legislative Co-Chair, Director, Disabled Student Services, University of Maryland, College Park, MD.

THE CIVIL RIGHTS RESTORATION ACT OF 1985

Because of last year's *Grove City* Supreme Court decision and the Senate's failure to pass corrective legislation, the federal government may now subsidize discrimination against disabled persons, senior citizens, women, and minorities. The bipartisan Civil Rights Restoration Act of 1985 would prohibit federal funding of such discrimination.

The measure would clarify the intent of Congress and restore the principal civil rights statutes, including Section 504 of the Rehabilitation Act of 1973, to the broad scope and coverage originally intended by Congress.

The bill differs from last year's version in that it defines "program or activity," which was narrowly interpreted in the Grove City decision. The new definition sets up these important principles:

- When a state or local government agency or department receives federal funds, the entire agency or department is covered.
- When a university, higher education system, local education agency, or other elementary and secondary school system receives federal financial funds, the entire institution is covered.
- When a corporation, partnership, or other private organization receives federal funds, the entire institution is covered.

All other entities fit into one of these three categories and are treated accordingly.

An opposing bill, the administration's Dole-Hatch bill, does not fix Grove City. It applies only to education and could actually reinforce the Supreme Court's narrow interpretation of civil rights laws. The bipartisan Civil Rights Restoration Act of 1985 is the only bill that will return our civil rights laws to their former scope of coverage.

Concerned AHSSPPE members are urged to support the Civil Rights Restoration Act of 1985 by writing a letter of support to their representatives in Congress and encouraging others to do the same.

in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"Talking Wheelchair Blues," The Heart of the Appaloosa, Rounder Records, One Camp Street, Cambridge, MA 02140.

Reviewed by Susan K. Kessler, Counselor and Coordinator of Handicapped Student Services, Miami University, Rm. 30, Warfield Hall, Oxford, OH 45056.

Ever notice that some of your best information on resources for handicapped people comes from those who are not a part of the AHSSPPE circle? Dr. Michael Arloski, licensed psychologist at Miami University, was listening to the Antioch College radio station one evening when it was playing songs from the album "Heart of the Appaloosa" by Fred Small. While Dr. Arloski was tape recording the music for his enjoyment, he was pleasantly surprised to hear Small singing "Talking Wheelchair Blues." The next morning, he could hardly wait to share his surprise with me. "Talking Wheelchair Blues" is the best awareness material since the film *A Different Approach*.

The ballad begins with a woman in a wheelchair meeting a male jogger. Their uneasy conversation is a foreshadowing of very awkward events about to unfold. He takes her to his favorite restaurant where he realizes, for the first time, the front door is not accessible. "No problem," the maitre d' replies. "There's a service elevator around the back." Having made it upstairs in the elevator, "with the garbage, flies, and last week's potatoes," the maitre d' finds a table "out of the way." Not only is the couple confronted by rude questions from the maitre d' ("Uh, is she gonna be sick, I mean, pee on the floor or throw some kind of fit?"), but they must also contend with rude patrons.

> Some people look down and others stare. And a mother grabs her little girl, says keep away, honey, that women's ill.... Then a fella walks up and starts to babble about the devil and the Holly Bible, says,

woman, though marked with flesh's sin, pray to Jesus. You'll walk again!

Then the waiter adds to this expose by the so-called nonhandicapped. He asks the jogger what he can get him and, upon taking his order, asks the jogger, "What does she want?"..."Well, why don't you ask her?" he replies. The waiter apologizes, saying he "never waited on a cripple before." Then, as she is about to leave, the woman attempts to give the restaurant manager a reprive from his idiot's delight by telling him, "There's some things you could do to make it easier for folks in wheelchairs." "Oh, it's not necessary, handicapped never come here anyway," he says.

Upon leaving the restaurant, the woman philosophically says, "Don't feel sorry, don't feel sad. I take the good along with the bad...I look at it this way—in fifty years you'll be in worse shape than I am now. See, we're all the same, this human race. Some of us are called disabled and the rest...of you are temporarily able-bodied/(TAB)."

Obviously, Fred Small is a giant when it comes to making TABs positively aware. Thanks to Dr. Arloski, a positively aware TAB, I have shared this gem with various groups on campus and the ripple effect continues. If you want the ripple effect to spill over to your campus, "The Heart of the Appaloosa" album is available for $5.65 (library rate) from Rounder Records.

Now if I could only get a commission from Rounder Records!

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages. Feature articles submitted will be evaluated through blind review. An original and 4 copies should be furnished.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Kay Lesh, Editor, Disabled Student Services, Cherry and Second Street, University of Arizona, Tucson, AZ 85721; (602) 621-5183.

AHSSPPE
Bulletin of the Association on Handicapped Student
Service Programs in Post-Secondary Education

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president's message

This is my last message to you as this year's AHSSPPE President. Although I have had the pleasure of seeing many of you recently at the annual conference, I wanted to share some of my reflections on the past year. I have also asked Rich Harris, President Elect, to briefly introduce himself in this message.

This is certainly a time of mixed emotions for me. The conference is clearly a highlight of the year for all of us, and it is symbolically, at least, the beginning of the end of one's term as an officer. How do I feel about this? Am I glad, relieved, and relaxed? Yes, to some degree. Certainly the stretching I have had to do this year at work, in my community activities, and in my leisure time will soon be minimized! Am I sad, nostalgic, and in the throes of "withdrawal symptoms"? Yes, also to some degree. It has been an exciting, challenging year, filled with opportunities for growth for me personally and for the association. My role as AHSSPPE President has given me the opportunity to take a leadership role in promoting equal access to higher education for students with disabilities, and I hope I have made a difference. Surely, my active participation on the Executive Council and within AHSSPPE will not end October 15th; rather it will enter a new phase, equally interesting I am sure.

I would like to highlight some of the most significant activities of my Presidency.

What were these highlights?

- The conference, of course, despite all the hectic activity. Talking with many of you in person again was certainly at the top of the list!
- Representing AHSSPPE at national meetings and with key legislators were significant events. Included are serving on a panel with Frank Bowe at the National Council on Independent Living and joining in the Summit Meeting of the American Association for Affirmative Action, as were meetings with staff members from Senator Weicker's and Senator Dole's offices.
- Completion of numerous goals set by the Executive Council. Included are the development of the Annual Report; implementation of the Handbook for Disabled Students on how to choose a college, through cooperative efforts with HEATH; the growth in AHSSPPE membership and participation at the annual conference, which was the highest ever; the early planning of future conferences. We will be "Charting the Course" in San Diego in 1986, with the conference committee

hard at work already to make it an informative, fun, interesting event —and planning is well underway for 1987, when we will likely be meeting in Washington, D.C., testing our ability to network and interact with key federal policy makers. These are just a few of the things we have accomplished this year.

The Executive Council and May officers' meetings were also highlights of the year. It is evident that AHSSPPE has grown and succeeded because we have people who care and who work hard to turn caring into action on the Executive Council, on our committees, in our Special Interest Groups, and as members in general. It has been a pleasure to work with all of you. I have often felt like the quotation I shared with you at the conference, "I must follow them, I am their leader!"

In sum, it has been a good year. Now that you are home and settled, I urge you to read the Annual Report we prepared for you—it will let you know more of what we have been up to this year. Given the theme of the 1986 conference, the status of equal opportunity for disabled students in higher education, in our communities in general, and the status of AHSSPPE as the professional organization representing the needs of professionals/students working with disabled students in our colleges and universities, I am going to close this message with the quotation I opened the 1985 conference with. It is one I have memorized and will carry with me always—it sums up what we are all about!

We ain't where we oughta be;
We ain't where we wanna be;
We ain't where we're gonna be,
But thank goodness, we ain't where we was.
Sojurner Truth

Thank you all for helping to make it a positive year. I now turn you over to Rich Harris with the anticipation of seeing many of you on my home ground in San Diego, July 1986! We have much to do to get where we "wanna be," and are "gonna be." I know Rich will help us move toward there! Take care.

Catherine Campisi Johns, PhD
President

Sometimes one might not wish to have a tough act to follow. However, following Catherine is both a pleasure and a challenge. The association owes Catherine a real vote of thanks for the unstinting time and effort she gives to AHSSPPE. She provided wonderful leadership and the good condition of our organization reflects her work.

Many AHSSPPE members talked with me at Atlanta about ideas and directions envisioned for our association. I invite you to write or call me with your ideas and suggestions.

I look forward to serving the association during this coming year.

Richard Harris
President Elect
Ball State University

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speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

Dear Editor,

I would like to respond to an article which appeared in your Winter, 1985, issue titled "Sign Language Transliteration and its Necessity in the University Classroom: A Position Paper." There are several serious misconceptions and much faulty reasoning in the arguments stated by Ms. Morkert and Ms. Funckes. The conclusions they reach are equally misconceived and have about them a rigidity that I find very disturbing.

There are false assumptions made about deaf people, the nature of their disability, the interpreting process, the intent of laws mandating equal access, who interprets these laws, the nature of language, and so on. I realize that I must be brief so I will limit my response to several main points.

The authors state that "hearing impairment may hinder exposure to general information, causing difficulty in acquiring essential academic skills." While they add that the intellectual ability to develop such skills is not impaired, they still do not understand. Hearing impairment does not hinder exposure to general information. Differences in languages, or different modalities of language use, may create difficulties in exchanging information but the absence of hearing is not a factor. This is evidenced very clearly in deaf families with deaf children where there is no impact on acquiring information by hearing or not hearing. The authors seem to argue that since most of society speaks and hears and deaf people do not, it is the fact that they do not hear that is the problem. This is very much the same argument that society used for years to deny access to buildings for people in wheelchairs. Most of society walks; if disabled people can't get over curbs, it's because the disabled can't walk. But, in fact, society put up those curbs when they didn't have to at all, therefore creating the problem. It seems the authors are saying that there is a given way to exchange information and, since deaf people do not use that way, they are to blame for it because their physical make-up is different. Let's hope our society does not go back to the old idea that curbs and steps are the given way and therefore people in wheelchairs are responsible for their own inability to get into buildings.

When the authors write, "educational institutions...have the primary responsibility of determining precisely what services and methods of service delivery constitute 'equal opportunity,' " I do not agree with what they imply. If their policy on interpreting is an example, then I think that they have misunderstood the responsibility of the educational institution. It should be clear that most educational institutions would not make any kind of equal access efforts if left to themselves to decide precisely what services and methods of service delivery to offer. The responsibility of the educational institution is to determine what their students need in order to have equal access and then make the necessary accommodations. The key here is what the students need. To have equal opportunity or equal access, it is clear that deaf students need interpreters in various forms, not just transliterating.

Which brings me to the authors' definition of interpreting, transliterating, and what it means to translate from language to language. The authors are wrong in implying that transliterating equals English. It most certainly does not. Many forms of transliterating do not even make any effort to sign each English word. English syntax is certainly not maintained in many forms of transliterating. There is a body of literature questioning whether any kind of signed English system that might be used in a transliterating process is the same as spoken English or written English or any form of English. There is a strong indication in this literature that what people see when they see signed English may in fact not be English at all (Baker, 1978; Charrow, 1975; Cokeley & Gawlik, 1973; Markowicz, 1974, 1977/8; Marmor & Pettito, 1978; Stokoe, 1975a, 1975b; Woodward, 1973) Apparently there are limits to what kind of information can be represented on the hands and perceived by the watcher in the time it takes to transliterate. As a person who has used interpreters and transliterators in part of my college education, I know this to be true. I am bilingual, English and ASL, and believe that these questions about what signing English is actually doing are valid. I know English when I see it and in most transliterating processes I don't see it. How can transliterating "provide the student with daily access to English" or allow "a near verbatim presentation" by the instructor, as the authors state? The authors' willingness to accept the transliterating process at face value without first ascertaining what it is does not do them credit.

The authors not only misunderstand what transliterating really is but also misunderstand what translating from one language to another means. They suggest that changing languages causes the loss of content or meaning or preciseness and further suggest that more is lost through translation than through a process called "transliteration." I suggest the authors have no evidence to support this at all. In fact, on the contrary, it is common sense that people understand much better when things are translated into their own langauges. It may be argued that interpreters are not able to do this translation accurately enough to benefit the watcher. However, blaming the deaf person for the lack of skill on the part of the interpreter is not logical. I suggest that much more meaning and content is conveyed by a good attempt to translate than by a dubious transliterating process. It's certainly been proven more effective by anecdotal evidence throughout history if not by research. The authors have no basis for their statements about the translation process.

The authors give to the instructor the absolute right to determine the language used in the classroom. ("The instructor is the ultimate authority in the classroom and has the right to be conveyed in the words he or she deems appropriate.") I hope they do not mean that an instructor who insists that deaf people in his or her class use only speech and lipreading has the right to do that. I doubt they mean this, but one only has to continue this very line of thinking to come to their conclusion that the instructor has the right to demand that interpreters only transliterate. Their statement that transliteration "preserves the instructor's position" is simply false, as discussed earlier. The tone of this article is authoritarian; the instructor, the disabled students service staff, the interpreter, etc. have the authority to decide, not the deaf student or deaf people who have been through the process. If instructors had the kind of authority the authors of this article state they have, many instructors would most certainly not allow even transliterators in their classroom at all.

The authors make a mistake in assuming that the purpose of interpreting is to "compensate for limited academic achievement." The Registry of Interpreters of the Deaf Code of Ethics would have something to say about this. Interpreters are there to interpret, not to be tutors or to explain what was said. Perhaps the authors confuse interpreting with teaching. This is not what is meant by interpreting. If colleges have been using interpreters for purposes for which they are not intended or ethically permitted, then the colleges are at fault. I suspect this happens when the colleges do not take on the responsibility for providing tutorial and remedial support or appropriate instruction.

There is a deeper problem with what the authors are implying here, however. The goal of interpreting is to interpret, not to teach. The authors feel that since English is so prevalent in our society, all the practice a deaf student can get now (via transliterating) would be valuable. They would force upon the student a communication system the primary purpose of which isn't communication but to give the student practice in using that system. Again, just follow that reasoning a bit further and you'd have the conclusion that since most people in the U.S. don't transliterate, deaf students should be forced to learn via the communication method of the majority: speech and hearing. By thinking that transliterating is going far enough to accommodate or is an effective compromise for all deaf students, the authors are taking a position that guarantees failure to ensure equal access and opportunity. If you cut the height of a curb in half and expect people in wheelchairs to negotiate over the other half because society is filled with curbs and they need the practice, have you ensured access? Transliterating is at best cutting less than half the curb.

Since my response is in danger of becoming longer than the original article, I will stop. But it should be made clear that there are many other issues in this article that could and should be discused. I deplore policies for disabled persons based on "operational necessity," which to me is a catchphrase for not facing up to the real needs. Clearly, a policy that provides both interpreting and transliterating is necessary in all institutions, educational or otherwise. The implication that interpreting gives an unfair advantage to deaf students that other students do not get is simplistic and misinformed. I hope that readers of the *Bulletin* will realize that establishing policy for deaf students on the college campus is a matter requiring much study and a clear understanding of the processes involved before reaching a decision about what will ensure equal access for deaf students.

Sincerely,

Tom Humphries
Associate Dean
Special Education
San Diego Community College District
3375 Camino del Rio South
San Diego, CA 92108

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campus ideas

This is a new section, designed to allow the sharing of ideas that have worked at various institutions. The Bulletin *welcomes submissions readers feel are unique and worthy of sharing. Ideas should be sent to the Editor, attention: Campus Ideas.*

FROM COLUMBUS TECHNICAL INSTITUTE, COLUMBUS, OHIO

The Department of Handicapped Student Services (HSS) at Columbus Technical Institute (CTI) has developed a close and successful liaison with the CTI Department of Business and Industry (B & I). The B & I division has the responsibility of assisting community business and industry in the development of appropriate inservice training programs. Such programs may include college credit courses, noncredit college courses, workshops, or seminars as appropriate to the specific training need. Contracts are signed between the college and business...with the college providing personnel and course materials.

Counselors in the Department of Handicapped Student Services work closely with Coordinators in the B & I division to see that disabled people are afforded the opportunity to participate in such training programs. By building into contracts the cost of interpreting services, braille materials, or other specialized employee needs *and* announcing the availability of these services, disabled people benefit, as well as their employers (who may come to realize that special services are often just a matter of making appropriate arrangements).

Especially exciting has been the recent response from community agencies serving the disabled. Recently, the Bureau of Services for the Visually Impaired coordinated with B & I and developed a program to provide specific skill training for blind and visually impaired people working in the state-assisted food service program.

A local large naval supply center has also sought assistance in assuring that the company's 43 deaf employees have access to training developed through the college. In coordinating this effort, a counselor from the Department of Handicapped Student Services met with the deaf employees in order to assist in career counseling and course selection. By involving both the employer and the employee, a better understanding was achieved of reasonable accommodation and appropriate support services.

Not only does this program liaison assist disabled people, it also increases the community awareness of college programs and services. Finally, through this kind of liaison, departments offering specialized services become a more integral and effective part of the entire college community. If you would like further information on this project please contact Linda Wetters, Supervisor, Columbus Technical Institute, 550 East Spring Street, Columbus, OH 43215.

FROM BALL STATE UNIVERSITY, MUNCIE INDIANA

Ball State's handicapped services program has been placing a special emphasis on its alumni. We also include students who may not have graduated, but who completed 2 or 3 years. Each program newsletter (four times a year) features an alumni spotlight. This is a full feature article on a graduate, including picture, a report on occupation and family activities, and a few philosophical statements that they may wish to impart to the undergraduates. Each issue also has a "where are they now" section. This includes a brief paragraph on the whereabouts, job, family, etc. of three or four graduates each issue.

Each year, the disabled student group awards an outstanding alumnus award to a graduate who has made special achievements. We ask this person to share words of wisdom with the undergraduates at the annual spring banquet.

Alumni are also asked to assist with career planning and placement efforts.

Reasons for and advantages of involving alumni include:

1. Modeling for the undergraduates
2. Networking possibilities
3. Recognizing and honoring outstanding achievements
4. Gaining publicity for program
5. Informing faculty and others who doubt the wisdom of educating "those handicapped kids"
6. Alumni fund raising.

For more information on this program, contact Richard Harris, Ball State University, Student Center, B-1, Muncie, IN 47306.

AHSSPPE '85

"FOR TOMORROW IS ANOTHER DAY"
Atlanta, Georgia
July 24-27, 1985

Lucky winner Sherilyn Burnett claims her door prize from Jane Jarrow as Catherine Johns looks on.

AHSSPPE Executive Council in a rare formal moment. Top row, L to R: Patricia Pierce, Publicity; Dona Sparger, Membership; Kay Lesh, Publications; John Truesdale, Nominations; Richard Harris, President Elect; Marguerite Fordyce, Marketing. Front row: Warren King, Treasurer; Catherine Johns, President; Sam Goodin, Special Concerns; Jane Jarrow, Executive Director; Joanna Gartner, Secretary; Linda Donnels, Legislation; William Scales, Legislation.

Sharon Bonney receives the 1985 Blosser Award from President Elect Richard Harris.

Liz Neault was presented the AHSSPPE Professional Recognition Award for her dedicated work in editing the Bulletin.

David Cooks, University of Wisconsin–Whitewater, is congratulated by Barry Brodniak. Mr. Cooks and Dona Gover, who was unable to attend, were winners of the 1985 Student Recognition Awards.

upcoming meetings/conferences

THE AHSSPPE '86 PLANNING COMMITTEE
announces
the 1986
NATIONAL CONFERENCE
San Diego, California
July 23-26, 1986
CHARTING THE COURSE—
Directions in Higher Education for Disabled Students

San Diego, California. Warm sun, perfect temperature, and miles of clean white beaches. Imagine yourself on one of them ... the rhythmic lullaby of the waves serving as background to your meandering thought; your favorite refreshment in easy reach, ready to satisfy.

You're so..oo..o relaxed, yet there is that sense of excitement in your soul. You reflect on what a productive day it's been—creative workshops, the vibrant and purposeful exchange, the definition of issues and directions.

You look forward to tomorrow; the cohesiveness will build even more. Satisfied, you think of your planned excursions to the *zoo, Old Town, or Sea World. Which of those great restaurants will you try with your friends tonight?*

As Georgia slips from "on our minds" into our memories and hearts, Sharon Bonney and her committee (many of whom brought you the popular 1983 Oakland conference) are already working hard to create the focused island retreat that will be AHSSPPE's ninth National Conference. San Diego's Sheraton Harbor Island East Hotel will serve as the backdrop for the collective thought *and work* that we must perform.

In the 1980s many of us see some reversion to that which we fought in the '60s. Once-panacean civil rights legislation has languished, causing us to deliberate about future trends. Has the sun risen and set on the rights of people with disabilities? What must our future directions be in higher education for students with disabilities?

The bottom line is educational opportunity for our students. Their rights were finally insured in 1978 but they, and we, have not collected. Many of our programs have fewer resources than before. The environment seems darker. Will the darkness continue? It certainly could, but it can get brighter again too. *We* in AHSSPPE can affect that ... in a way that no one else can. We have the people, the expertise, the experience, the energy, and the interest. How can we, together, become a power to be reckoned with? How do we change the darkness into brightness? How shall we chart the course for future directions in higher education for disabled students?

AHSSPPE '86
None of us can afford to miss it!

The AHSSPPE '86 Planning Committee
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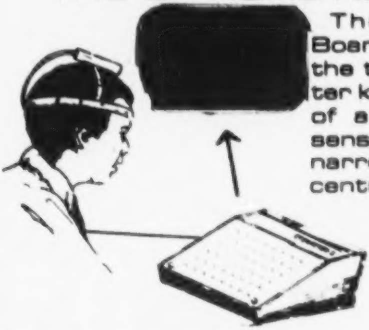

Tapping Diversity Within Higher Education: Some Lessons Learned

Jeff Porter *is a Chairperson in the Department of Human Development.* **Eleanor Rosenfield,** *is a Staff Chairperson, Student Life Team. Both are at National Technical Institute for the Deaf/Rochester Institute of Technology.* **Elaine Spaull** *is an Assistant Vice President in the Division of Student Affairs with Rochester Institute of Technology.*

Lessons learned through mainstreaming hearing-impaired students within a hearing campus are applied to dynamics between special-status and traditional-status students in general.

HOPES AND FEARS

With passage of the Rehabilitation Act of 1973 (Section 504) and the Education for All Handicapped Children Act of 1975, the concept of mainstreaming assumed instant notoriety. By federal fiat, handicapped individuals now were to have access to education in the "least restrictive, most appropriate" setting. For many handicapped students, this meant being mainstreamed into regular educational environments. Hopes and fears of parents, educators, and students ran high as this attempt at bridging the worlds of special and regular education began a decade ago, and they remain at the same high level today (Hoben, 1980; Ladd, Munson, & Miller, 1984).

The rightness, even nobleness, of the premise underlying mainstreaming as an educational philosophy is beyond question. Mainsteaming assumes equal access to appropriate, high-quality education in settings as "normal" as possible, regardless of one's position along a continuum of ability/disability. Further, the goals of mainstreaming have reached beyond the domain of strictly academic development and have placed special emphasis on the potential personal and interpersonal growth of participants (Johnson & Johnson, 1980).

Premises and goals aside, however, many concerns about the actual personal and interpersonal benefits for unique participants in real-life settings go unanswered (MacMillan & Semmel, 1977; Zigler & Muenchow, 1979). Will disabled students *really* be part of school life in mainsteamed settings and have adequate interactions with peers and teachers, or will they suffer the paradox of isolation within the mingling crowd? Will non-disabled students in mainstreamed settings *really* learn to respect and value the dimension of dignity running throughout humankind, or will existing prejudices simply be confirmed and fortified through distorted experiences and lack of meaningful contact?

Firm answers to such questions are elusive. They depend on factors we both can and cannot control; the structure of mainstreamed settings and learning activities; the initial values, orientations, and expectations of the students and their openness to actual experience, and the skilled performances and persistent efforts of professionals responsible for shaping the mainstreamed experience.

A NATURAL EXPERIMENT

As complex and open-ended as the issues surrounding the philosophy and practice of mainstreaming are, some helpful lessons have been learned over the last 16 years at one of the more unique mainstreaming arrangements within higher education. Through federal funding (P.L. 89-36), the National Technical Institute for the Deaf (NTID) was established at the Rochester Institute of Technology (RIT) in 1968, with an initial enrollment of 70 hearing-impaired students on a campus of 10,000 hearing students. Today, more than 1,200 hearing-impaired students are educated on a campus of 16,000 hearing students. The mission of NTID is to help reverse the history of unemployment and underemployment among the hearing-impaired in this country by providing a well-rounded post-secondary education in technical/professional preparation, personal and social development, and communication training. RIT, a coeducational independent college, was chosen as the setting for this effort due to its recognized strength and diversity in technical/professional education, and its willingness to participate in the unprecedented experiment of accommodating a large number of hearing-impaired students within a traditional institution of higher education.

Before discussing some of the lessons learned through this mainstreaming experiment, two clarifications are important. First, the mainstreaming of hearing-impaired students with the RIT-wide community happens in many ways for many students; in classrooms, residence halls, cocurricular educational programs, student government and organizations, and dining areas. It would be a mistake, however, to assume that *all* hearing-impaired and hearing students participate in significant, on-going mainstreamed experiences at RIT. Such experiences among hearing and hearing-impaired students are matters of fostered opportunities and spontaneous developments, rather than imposed requirements. Second, it also would be a mistake to assume the lessons to be discussed apply *only* to the mainstreaming of hearing-impaired individuals within a hearing college. We believe the issues, tensions, and resolutions apply equally well to any special group within a traditional higher education setting, whether they be minority students, physically disabled students, international students, or adult learners.

SOME LESSONS LEARNED

The five lessons that follow serve as working hypotheses based on our successes, failures, and evolving experiences, not as glimpses of revealed truth or absolute fact. With this perspective in mind, we proceed.

1. Meaningful Mainstreaming, Beyond Physical Proximity, Does Not Happen By Itself

The distinction between meaningful mainstreaming and physical proximity is important (Gresham, 1982; Hoben, 1980). Only when students in mainstreamed situations have opportunity and support to learn about one another within shared experiences, to reflect on differences, and to discover common values will those situations be meaningful in terms of personally and socially broadening educational experiences. Physical proximity is necessary for this, but by itself is not enough. Meaningful mainstreaming requires ample interactions among group members in structured, cooperative learning tasks (Johnson & Johnson, 1980; Slavin, 1983). Participants must be required to function interdependently and constructively to accomplish collective goals. They must be provided opportunity, structure, and reinforcement for replacing stereotypes with personal knowledge, and for learning to view human differences as complementing one another in an overall pattern of richness and strength (Hoben, 1980; Tyler, 1978).

Often the least effective means for achieving the personal and social goals of meaningful mainstreaming is to focus explicitly on such goals. A series of presentations aimed at participants of diverse backgrounds and designed to highlight the personal and social benefits of mainstreaming may serve an informational purpose, but alone probably fail to change attitudes and behavior. A more effective, more implicit, alternative is to engage the same group of participants in a structured experience with shared goals requiring interdependent functioning, such as an outdoor challenge or a community service project. Such a strategy, while on the surface having nothing to do with realizing the personal and social benefits of a mainstreamed program, can often accomplish objectives at a deeper level of understanding and in ways actually reflected in behavior and attitudes.

This kind of "implicit" learning does not happen magically. It requires skillfully structured group activities and on-going discussion or "processing" with participants regarding individual differences, teamwork and shared goals, individual and group responsibilities, and group dynamics. When done well, it is a powerful strategy for realizing the potential personal and social benefits of meaningfully mainsteamed experiences.

2. Being Part Of A Mainstreamed Group May Be Risky

Much has been said thus far emphasizing the personal and social benefits of participating in a mainstreamed situation. Such participation offers the opportunity for meeting and learning about people from different backgrounds and for re-evaluating one's experiences and perspectives within a new frame of reference. Along with this potential for personal and social growth comes strong feelings of insecurity and discomfort for many students. Beyond the level of physical proximity, it is risky to leave what is known and familiar and venture into a setting of unknown people with unfamiliar backgrounds, where personal values and assumptions are no longer supported by familiar norms. It is equally risky for *all* participants, whether of special or traditional status.

This relationship between growth and risk is universal to all educational dynamics. When applied to the dynamics peculiar to mainstreaming, it helps to account for student's initial reluctance to participate in a mainstreamed situation or to be involved at a level beyond physical proximity. It also underscores the need to structure on-going support and reinforcement for participants in their risk-taking behavior into any mainstreamed setting that is to be meaningful.

3. "Reverse Mainstreaming" Can Be A Powerful Educational Strategy

Mainstreaming, whether of the "meaningful" or "physical proximity" variety, is often conceived and implemented according to the conventional format of special students gaining access to traditional programs. The convention format is well-intended, but it often has the unintended consequences of requiring the special student to start from the beginning in "learning the ropes," to adjust to already established structures and procedures, and to accept an "outsider" status. These kinds of unintended consequences can seriously impair the transition from physical proximity to meaningful mainstreaming.

Three years ago at RIT, we reversed the conventional mainstreaming format with two pilot programs. The Outdoor Experiential Education program and the Community Services program originally had been conceived and implemented exclusively for hearing-impaired students. Both programs were designed as experiential strategies for enhancing personal and social skills, and both had proven effective in meeting their educational objectives. Indeed, program effectiveness for hearing-impaired participants had been so impressive it was decided to expand both programs to hearing students. Hearing students have the same needs for personal and social enhancement as hearing-impaired students, and it seemed likely the same experientially based learning strategies could be equally effective in meeting their needs.

A potential bonus of this kind of program expansion was felt to be the added personal and social benefits for students within a "reverse mainstreaming" situation. Not only would hearing-impaired and hearing participants have opportunities to experience meaningful mainstreaming, but the dynamics oould occur in programs originally established for the hearing-impaired. Many of the leadership roles would be filled by hearing impaired students, with many of the professionals responsible for program implementation having expertise and experience in the field of deafness. This "reverse mainstreaming" would give both hearing-impaired and hearing participants unique opportunities for viewing themselves in relation to one another and for looking at conventional social expectations in new ways. Students could enter activities on a more equal basis and would have opportunities for developing the kind of genuine relationships that evolve when people come to truly rely on each other. The "catch-up" syndrome, where some participants feel less prepared or are perceived as less able to contribute, could be avoided within experientially based and carefully structured reverse mainstreaming activities.

Evaluations of the programs have supported our speculations concerning personal and social benefits. It is important to emphasize the widespread applicability of the principles supporting this innovation. Reverse mainstreaming can happen between international and national participants, between physically disabled and able-bodied, and between black and white participants as effectively as it happens between hearing-impaired and hearing participants. Programs for special participants can successfully incorporate traditional participants with similar areas of need and interest, whether it be academic tutoring or cocurricular projects. The added bonus is the personal and social benefits for all participants of a meaningfully mainstreamed learning experience structured in ways to reverse and reduce the conventional distinctions of "outsider/insider" and "joiner/founder."

4. A Paradox: Separateness (But Not Isolation) Can Enhance Meaningful Mainstreaming

Thus far we have discussed mainstreaming at the level of individual members composing a single group. Mainstreaming dynamics can be viewed from a larger perspective, at the level of individual groups composing an overall system. Using this perspective, an interesting paradox emerges.

At the system-wide level of interrelated groups working within a common goal structure, it has been our experience that meaningful mainstreaming of the overall system often can best be served when some of the groups in the system are made up exclusively of special-status members. A brief example helps illustrate this point.

Until recently the Greek system at RIT traditionally comprised almost entirely hearing students. Very few hearing-impaired students over the years felt comfortable or had the desire to rush a "hearing house." Even fewer became active members in organization activities. Three years ago, however, a sorority founded by hearing-impaired students was created and its charter approved by the student-run Greek Council. While the sorority's charter did not restrict membership to hearing-impaired students, it did require knowledge and use of sign language. As an approved organization, the hearing-impaired sorority became an active member of the Greek governing body. Since its founding, the sorority has been composed exclusively of hearing-impaired members. Its leaders and members interact with the leaders and members of other Greek organizations involved in system-wide issues and activities. Following the successs of this first hearing-impaired sorority, two hearing-impaired fraternities were established.

Based on these recent developments, the overall RIT Greek system, comprising 11 fraternities and sororities (three of which now serve hearing-impaired students), can be characterized as meaningfully mainstreamed, even though very few hearing-impaired students belong to "hearing" organizations, and vice-versa. But beyond the level of individual organizations, the overall Greek system indeed has reaped the benefits of hearing and hearing-impaired students working and socializing together within system-wide goals and activities. Stereotypes are being dissolved and commonalities are being discovered.

Two brief points further clarify this mainstreaming lesson. The concept of "critical mass" (Benderly, 1980) helps explain the enhancement of system-wide mainstreaming through the existence of special-status groups. One or two hearing-impaired members within a predominantly hearing sorority or fraternity typically fail to ensure important personal and organizational dynamics such as sense of identity, opportunity for organizational advancement, or leverage for sensitizing the overall environment. Without these dynamics, commitment on the part of special members to lasting organizational relationships is often lacking. In contrast, the existence of one or two special status groups within an overall system can represent enough concentrated interests and focused advocacy to ensure the kind of personal and organizational dynamics just noted, and generate a resultant commitment to lasting organizational and system-wide relationships.

The second point of clarification simply stresses the critical factor of relatedness, beyond separateness. If the new hearing-impaired sorority and fraternities had not sought recognition and incorporation with the existing RIT Greek system, but instead had established a second Greek system for hearing-impaired students only, the goal of meaningful mainstreaming clearly would have failed. Diversity in and of itself is neither educational nor broadening; it only becomes so when common structures exist to relate and unify the diverse components within an overall pattern.

5. Meaningful Mainstreaming—You Can't Force It And You Shouldn't Try

The short, lively history of the mainstreaming movement since 1973 affirms an important reality: Judges and educators can dictate the physical proximity of students with diverse backgrounds, but not the self-investment to make the most of mainstreamed experiences (Brill, 1975). Unless the goals of the mainstreamed experience relate to the needs and interests of *all* students, unless support and reinforcement are provided for abandoning stereotypes and looking at self and others in a new light, and unless students willingly invest their energies in overcoming the risks and fully experiencing the mainstreamed activity, the personal and social benefits of a mainstreamed situation will not be realized. Meaningful mainstreamed situations can be offered, encouraged, and facilitated, but cannot be required or imposed. Students themselves, with their own motives and values, are the final factors in determining the degree of personal and social enrichment of any mainstreamed experience.

Not only is it impossible to dictate meaningful mainstreamed experiences, it also is inappropriate to try. At RIT, we do not require every educational activity or campus life resource be attended or accessed by both hearing and hearing-impaired students. While we make every effort to design and implement activities and resources to accommodate both hearing and hearing-impaired individuals based on their personal choice to participate, we also realize individuals of common background often seek out one another to share experiences and pursue interests. For hearing-impaired students and hearing students, such "safe harbor" opportunities are important to preserve. Encouraging members of special and traditional groups to expand personal and social horizons should never imply having to sacrifice or lessen one's own sense of personal identity and cultural heritage (Rodriguez, 1982).

CONCLUSIONS

To really encourage growth in students, educators must actually model the kind of behavior they exhort in their students. For professionals in higher education to encourage students to venture into mainstreamed learning situations, while themselves ignoring or avoiding joint efforts within the institution or larger community because of habitual perceptions regarding traditional constituencies or organizational boundaries, is to set up a glaring educational hypocrisy. For purposes of more effectively using limited resources, if not for reasons of inherent educational value, leaders in today and tomorrow's world of higher education need more creativity and practice in developing meaningfully mainstreamed learning experiences at all levels within our institutions and communities.

The social experiment of using mainstreaming to bridge the worlds of special and regular education clearly has implications for higher education. Its issues, challenges, and problems extend to hearing-impaired and hearing students, disabled and able-bodied students, and special-status and traditional-status students in general. Through the sharing and careful analysis of lessons learned, we can structure future mainstreaming opportunities that better realize students' potential personal and social benefits. The mere physical juxtaposition of the diverse groups within our educational communities, without opportunity for shared experiences in light of collective goals, represents a tremendous waste of higher education's broadening role.

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Developing a Reading Program for Dyslexic College Students

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From the earliest grades in school, reading is an integral part of the educational process. Accordingly, a reading disability is likely to have a significant impact on a student's progress at each rung of the educational ladder. This is also true for a college student; his or her chances for successful completion of course work can be seriously impaired by a reading disability. In fact, when you combine the more difficult readability level of the course material with a greater volume of reading assigned and a new emphasis on independent study, the roadblock created by a reading disability may seem insurmountable to the reading disabled college student. This roadblock cannot be ignored if learning disabled students are to be successful at the college level.

LIMITATIONS OF BOOKS ON TAPE

In an effort to circumvent reading problems, many learning disabled college students have been strongly encouraged to use books on tape. However, this auxiliary aid is not appropriate for all students. Books on tape may aid the learning disabled student with decoding deficits and/or with a slow reading rate, but these materials will not help students identify important ideas, take relevant notes, and develop strategies for retaining information (Vogel, 1982).

There are also other limitations to using books on tape. In order to have the tapes by the time the semester begins, students must find out the textbooks to be ordered well in advance of the semester. Sometimes this information is not available from instructors. Instructors may also give assignments using articles in periodicals. Such assignments would require the students to find some other student or service to quickly tape the materials. In addition to these problems, delays in receiving the tapes and mechanical problems with the tapes and tape recorder can be sources of frustration for students tied to books on tape.

Books on tape may be a useful auxiliary aid, but certainly not a solution for all of a student's reading difficulties. In view of these problems with dependence on books on tape, it is obvious that programs for learning disabled college students must offer them the opportunity to raise their reading levels and become as independent of books on tape as possible.

The case of Mary, a junior at Barat College in Lake Forest, Illinois, exemplifies the need for college-level reading programs for the learning disabled. Mary received an associate degree from a junior college before entering Barat. Never having been diagnosed learning disabled, she received no support services while attending the junior college. Although she attained mostly B's and C's in college level courses, she failed the entrance exam for nursing. Needless to say, when the Dean of Admissions at Barat College met with her, Mary was extremely depressed and questioned whether she could ever achieve a bachelor's degree. Impressed with Mary's ability to express herself orally and her desire to succeed, the Dean recommended that Mary apply to Barat through the Learning Opportunities Program, which is designed to support learning disabled students.

Subsequent testing indicated that Mary was of above average intelligence and that she was severely dyslexic. With the help of books on tape, her learning disabilities specialist's support in course work, understanding faculty, and a lot of drive, Mary received excellent grades her first semester at Barat. Despite being thrilled with this accomplishment, Mary was acutely aware of serious limitations because of her dependence on books on tape. In one of our meetings she confided how she reacted when her brother asked her to look up the time of a program listed in *T.V. Guide*. In order to cover for her inability to read, she would toss the booklet to her brother and say, "Look it up yourself."

Books on tape enabled Mary to acquire knowledge of course material, but they didn't provide her with the reading skills she needed to deal with situations in which it would not be possible to use tapes. Mary needed a college-level reading program that would help her acquire the perceptual skills she lacked. Following is a guide to development of such a program.

RECENT RESEARCH

Within the last 5 years, considerable research on learning disabilities of adults has been conducted (Blalock, 1982; Critchley, 1973, Johnson, 1980; Vogel, 1982).

This research has not only provided greater knowledge about the residual effects of childhood learning disabilities, it has begun identifying the types of learning disabilities that persist into adulthood. Based upon these findings, it is apparent that many learning disabled college students need to develop compensatory techniques for perceptual and memory deficits and for specific language disabilities that continue to hinder their reading. In addition, emphasis should be placed upon developing metalinguistic awareness, which is a common deficiency among learning disabled adults (Blalock, 1982). In the area of reading, metalinguistic deficits are evident in the student's inability to recognize and analyze aspects of the reading process. Whereas it is doubtful that becoming more conscious of the reading process will directly improve reading comprehension, it may help develop the strategies that do result in better comprehension.

ESSENTIAL COMPONENTS OF A COLLEGE READING PROGRAM

Our experience with learning disabled college students indicates that progress in reading depends upon the interaction of two factors: (1) placement in the appropriate type of reading course; and (2) application of reading skills to the reading required to complete coursework.

Placement

Information gleaned from testing is extremely important in placement of students in a reading program. Whereas at Barat College the tests given are part of the overall learning disabilities program's assessment process (Vogel, 1982), these pretests could be administered by a reading instructor. Specific pretesting to assess reading capabilities includes oral and silent reading tests, which measure such skills as phonemic analysis and synthesis; structural analysis; and comprehension of single words, sentences, and passages. Rate of reading as well as skills in skimming and scanning are also evaluated. Figure 1 is a list of reading tests that have been used for pretesting.

Students are placed in the reading courses based upon the results of pretesting. At Barat College the reading program is divided into two courses, Reading Strategies I and Reading Strategies II. Each section is offered for one credit, on a pass/fail basis, and it meets once a week. Reading Strategies I is intended to meet the specific needs of students with poor word attack skills and inadequate knowledge of vocabulary. The focus of this course is phonology, morphology, and vocabulary development. Reading Strategies II focuses on reading comprehension. Since the students who need to take Reading Strategies I generally have had comprehension problems, they ordinarily take Reading Strategies II after completing Reading Strategies I. Students whose problems are mainly in comprehension of connected text are encouraged to go directly into Reading Strategies II.

Figure 1 Tests for Evaluating Reading Skills

Gray Oral Reading Tests
Bobbs-Merrill Comany, 4300 W. 62nd Street, Indianapolis, IN 46206

Lindamood Auditory Conceptualization Test (LAC)
DLM Teaching Resources, One DLM Park, Allen, TX 75002

Peabody Individual Achievement Test (PIAT)
American Guidance Services, Inc., Publishers' Bldg., Circle Pines, MN 55014

Stanford Diagnostic Reading Test—Blue Level
Harcourt-Brace-Jovanovich, The Psychological Corp., 7555 Caldwell Ave., Chicago, IL 60648

Wide Range Achievement Test (WRAT) Revised Ed. (1984)
Jastak Associates, Inc., 1526 Gilpin Ave., Wilmington, DE 19806

Woodcock-Johnson Psychoeducational Battery
DLM Teaching Resources, One DLM Park, Allen, TX 75002

Application

In order for reading skills to improve, students need to apply the lessons learned in a reading development class to their reading assignments in other classes. To ensure that this happens, handouts should be developed that require students to apply principles taught in class to the reading required in their other courses.

Figure 2 is an example of a handout used in Reading Strategies II that has been used to encourage students to apply information learned in the reading course to reading in other courses.

The students are asked to define terminology in their own words. These terms are based on the work of Yuthas and Smith-Gold (1982). An understanding of this vocabulary provides the tools for thinking about the reading process. Second, students are asked to apply phases of the SQ4R reading process (a six-step process involving surveying, questioning, reading, (w)riting, reciting, and reviewing) by writing down questions they are asking in their survey, and by identifying the topic, supporting, and irrelevant sentences in their own textbooks.

As mentioned earlier, all students are tested before they are placed in the reading program. The pretest results are then compared with results of posttesting, obtained at the end of each course. Posttest results indicated that, by applying principles and strategies learned in the reading course to their course work, the students make far greater progress in their reading abilities than when they did not have this additional opportunity to use the lessons of the reading program.

Figure 2

English 160
Reading Strategies II

Instructor: Dr. Pamela Adelman

Handout II

I. Vocabulary: Define the following terms in your own words.
Place them in the glossary section of your notebook.

SQ4R Study Method
Survey
Question
Read
Write
Recite

Topic Sentences
Supporting Sentences
Repetition
Explanation
Contrast
Irrelevant Sentences

II. Using a textbook from one of your courses, complete the following tasks:

1. Xerox the first five pages from one of the chapters.
2. Survey these five pages according to the SQ4R study program.
3. On a separate sheet of paper, write down the questions you asked during your survey.
4. Carefully read the five pages.
5. On the xeroxed copies, underline the topic sentence in each paragraph.
6. Analyze one paragraph:
    a. Number each sentence in the paragraph on the xeroxed copy.
    b. On a separate sheet of paper, identify the function of each sentence as either a topic sentence, supporting sentence, or irrelevant sentence.
7. Hand in the xeroxed copies of the first five pages of the chapter and your written work.

This became apparent when students were divided into two groups after posttesting: (1) those enrolled in courses requiring "considerable" reading and (2) those enrolled in courses requiring a minimal amount of reading. "Considerable" reading was defined as enrollment in Psychology, Business and Sociology courses, where completion of reading assignments was necessary to fulfill course requirements. Minimal reading included courses such as Rhetoric, Studio Arts, and the Performing Arts, where text reading was not an important part of the course curriculum. Table 1 presents the results of the reading comprehension subtest of the Blue Level Stanford Diagnostic Reading Test.

Thus, it appears that the opportunity to apply skills learned in the reading course is critical to reading progress. Just as we don't expect progress in golf to occur if the individual does not practice what is taught by the golf instructor, we can't expect students' reading comprehension to improve if they don't consistently practice the skills taught in our reading course.

COORDINATION OF THE LEARNING DISABILITIES SPECIALIST AND READING INSTRUCTOR

If the student is working with a learning disabilities specialist, a reciprocal relationship between the reading instructor and the students' learning disabilities specialist can also be an important aspect of the reading program. Since the learning disabilities specialist has a deeper knowledge of the student's strengths and weaknesses, the LD specialist's input is a val-

Table 1

Students Enrolled in Courses with Minimal Reading Required

Pre		**Post**	
Raw Score	**Grade Equivalent**	**Raw Score**	**Grade Equivalent**
47	H.S. Grad.	52	H.S. Grad.
36	9.7	30	8.0
40	10.5	44	11.7
33	9.0	34	9.0
40	10.5	35	9.2
26	7.4	30	8.0
31	8.6	32	8.5
$\bar{X}$ 36.1		$\bar{X}$ 36.7	

Students Enrolled in Courses with Considerable Reading Required

Pre		**Post**	
Raw Score	**Grade Equivalent**	**Raw Score**	**Grade Equivalent**
41	10.7	52	H.S. Grad.
48	H.S. Grad.	54	H.S. Grad.
44	11.7	49	H.S. Grad.
44	11.8	46	12.7
30	8.0	39	10.3
35	9.2	41	10.7
$\bar{X}$ 40.3		$\bar{X}$ 46.8	

uable resource for the reading instructor. With the LD specialist's assistance, the reading instructor is not only able to identify more easily those areas that need additional practice and those concepts that need further clarification, but the reading instructor can also modify the program to ensure that the student gets that additional practice.

Another result of the cooperation between the learning disabilities specialist and the reading instructor is better application of knowledge learned in the reading course. By having an understanding of the goals of the reading program and the particular strategies being taught, the learning disabilities specialist can help the students apply principles learned in the reading course to the reading required in other courses.

SUMMARY

At Barat College, many of our dyslexic students have made significant progress as a result of the reading program. Further research is needed before we will know if all dyslexic college students can benefit from this program. However, we believe that college offers a unique opportunity for the reading disabled student to improve his or her reading skills. Never before in his or her education have students been required to do so much reading, and it is doubtful that future vocations will require so much reading. By being taught reading strategies at a time when involvement in reading is required for them to pass their courses, college may offer the final opportunity to overcome a lifelong problem. Therefore, rather than encouraging reliance only on auxiliary aids such as books on tape, it is critically important to take a direct approach to improvement in reading—an approach that emphasizes the application of strategies to reading in all courses, not just the reading course being taught.

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in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

by Jay Brill, HEATH Resource Center, One Dupont Circle, Washington DC 20036.

The following reviews are taken from materials reviewed by HEATH and expand on reviews published in the last two issues of *Information from HEATH.*

Microcomputer Resource Book for Special Education (Delores Hagen, 1984, Reston Publishing, $15.95) discusses software for special educational needs. Because the main consumers of the hardware/software discussed are secondary educators, the primary use of this book at the postsecondary level will be in the learning lab or remedial study center. An overview of the types of software and their utility for the person with special needs is discussed and has some application for persons investigating the purchase of a computer or software. Hagen notes that good software does not need to say "handicapped" on the label to be useful. Information for specific disabilities is given, telecommunications are discussed, and future directions of computing and special needs are described. An additional 100+ pages of appendices describing software publishers and distributors, selected special education software, adapted hardware/software, and authoring systems are included. This is a good book for people who are new to the field and have a background in teaching or special education.

Computer Technology for the Handicapped: Proceedings from the 1984 Closing the Gap Conference ($17.95, edited by Michael Gergen and Delores Hagen, Closing the Gap, P.O. Box 68, Henderson, MN 56044), provides valuable information for both beginners and active professionals. The contributors' topics include general themes, specific disabilities, and special education applications. The shortness of each paper, three to seven pages, lends itself to an overview of the field or an introduction to specific topics. CTG publishes several books and booklets covering the use of microcomputers and special needs. This is a resource work and will be useful to the beginner as well as assiting others in finding sources of new information.

Signs for Computer Technology: A Sign Reference Book for People in the Computing Field (Steven L. Jamison, published by the National Association of the Deaf) is a book that takes the user through the technical vocabulary of computing, from *abend* to *write*, in 182 clearly illustrated pages. The author, drawing upon the expertise of more than 25 people experienced in both sign and computing, has developed a comprehensive reference for people working in fields where computers are a part of the workplace. This book will prove a valued resource to those whose vocabulary includes both sign and computerese and may assist in standardizing signs for computing nationally. For a *free copy* write to IBM Corporation, Dept. 1011, P.O. Box 5089, Clifton, NJ 07015.

Personal Computers and the Disabled (Peter A. McWilliams, $9.95, Quantum Press/Doubleday). As he did in his other books on personal computers, McWilliams takes those readers unfamiliar with personal computers and leads them with intelligence and humor through all of the basic information needed to begin using PC's. While doing so, he reduces the reader's anxiety about computers. McWilliams' style is definitely "user-friendly" as he discusses the capabilities of personal computers in general and then covers various adaptations to the personal computers that make them usable for people with speech, learning, motor, and vision disabilities. In addition, there is an extensive Brand Name Buying Guide that depicts each personal computer described and covers a great deal about what you as a consumer need to know about buying that item. The most useful part of the 415-page book for many, however, is the 81 pages of Resources. McWilliams does his usual excellent job in covering the state of the art as of 1983–84, when the book was written. Despite advances in technology and the demise of several of the machines he described in the book, it is well worth reading. *Personal Computers and the Disabled* is available in bookstores locally.

If you have read or plan to read *Computers and the Disabled*, be sure to add **Personal Computers and Special Needs** by Frank Bowe to your reading list as well. Bowe has seen the future, and his vision is dominated by the microchip. Bowe explores the rapidly expanding world of personal computers and the immense potential impact of the PC on persons with special needs. Bowe describes the ease of access to communications and environmental controls that the computer gives people with limited speech, hearing, vision, and mobility. Bowe takes us through the current (for 1983–84) state of the art in computer assistance and discusses the potential of the computer to be a tool for "reasonable accommodation" for disabled persons under Section 504 of the Rehabilitation Act of 1973. He outlines the potential for increased independence within the workplace by persons with special needs.

Bowe's sections on individual systems now in use can assist readers to become more independent, and the documented resource listings will steer the reader to appropriate suppliers. His enthusiasm and commitment to the role of the personal computer in the lives of persons with special needs is evident in every part of the book, and it is contagious. *Personal Computers and Persons with Special Needs* ($9.95) is available at computer stores, bookstores, or through Sybex Inc., 2344 Sixth Street, Berkeley, CA 94710.

Both *Personal Computers and Persons with Special Needs* and *Personal Computers and the Disabled* are must reading for anyone just starting to investigate the wonderful, wacky world of computers and users. Each book is very good; taken together, they give the reader a fully fleshed picture of the state of the art of computing for persons with disabilities. Both books do, however, fall down in their treatment of learning disabilities. The authors focus on the computer in the classroom, in primary and secondary schools, and fail to address the potential impact of the computer for the LD postsecondary student or the uses of the computer in home management or employment for the LD adult. The computing needs of postsecondary students and service providers will surely be addressed in the future. Until then, these books will serve to asssist readers not only in learning what is available, but in formulating questions to ask before making the decision to begin computing.

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The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. **Send material to Kay Lesh, Editor, Disabled Student Services, Cherry and Second Street, University of Arizona, Tucson, AZ 85721; (602) 621-5183.**

AHSSPPE

Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

Volume 3, Number 4 *Fall, 1985*

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president's message

I spent much time at the Atlanta conference and during the weeks since then **listening** to our membership. The input that I have received regarding the evaluation and thoughts for AHSSPPE's future direction was marked by:

- Much candor and directness
- Good will and support for the Association

Some specific recommendations:

- AHSSPPE's conference and publications need to be more responsive to longer term members. The more challenging and sophisticated issues need to be addressed.
- Special Interest Groups (SIGS) are important and needed, but lack a clear focus and commitment.
- The Association should continue to move toward the forefront of disability issues and legislative matters.
- Increase the number of members involved with the workings of AHSSPPE.

The input I have received has not shown deep-seated or widespread problems. Ideas brought forth are either presently being considered or there is a mechanism in place to address them. Therefore, without a crisis or internal strife, it seems like an ideal time to take a comprehensive look at ourselves and do some planning. The rapidly changing face of higher education and our role therein demands that we consider where AHSSPPE should be in the next several years. To that end I have asked Ron Blosser (Southern Illinois University-Carbondale) to head up a task force to take a "long hard look" at us and make recommendations. I hope that you will support Ron's efforts.

Special thanks to the folks who responded to my request for input. Many put forth extra thoughtful effort in considering the condition and future of **our** organization.

Thanks also to the seven person who stood in the election. This year's slate was felt by many to be outstanding and a record number of members voted, which reflected this perception.

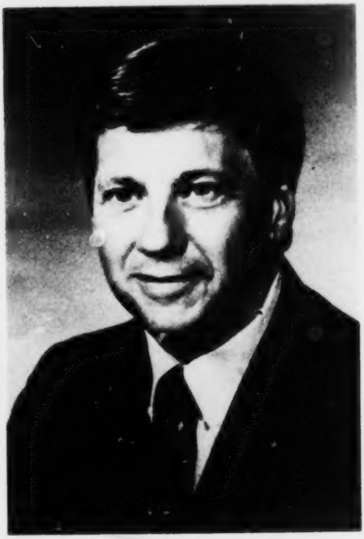
Congratulations to

- Pat Pierce (Vanderbilt U.) — President-Elect

- Joanna Gartner (Kent State U.) — Treasurer (2 year term)
- Ward Newmeyer (Cal. Berkeley) — Secretary

I am absolutely convinced that our future growth and viability depends on widescale membership involvement. Please join this effort if you have not already done so.

Richard Harris
Ball State University



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THE DO-IT-YOURSELF AHSSPPE REGIONAL CONFERENCE KIT

Formal and informal assessments of the attitudes held by members of AHSSPPE towards regional conferences have produced four indisputable facts.

1. In that a member of AHSSPPE is often the only individual on a campus coordinating or providing support services for disabled students, we often have a great need for the professional development and collegiality that comes from attending conferences.
2. There are *many* more people in any given region providing support services at the postsecondary level than whose names appear in the AHSSPPE Membership Directory. Usually because they "wear two hats" or lack travel funds, they do not attend the national conference. We can learn from their experiences and share with them the knowledge we gain from being members of AHSSPPE.
3. A regional association is better able to solve regional problems than a national association or the uncoordinated efforts of individuals.
4. *Given the demands of our jobs, no member of AHSSPPE could possibly find enough time to plan and host a regional conference.*

It is because of this last truism that the Do-It-Yourself AHSSPPE Regional Conference Kit was born. The kit contains step-by-step instructions, sample forms, and sample letters to be used in hosting your own conference. Our experience has been that by using the kit much of the work that goes into planning and hosting a conference can be done by interns, graduate assistants, and secretaries.

To order the kit, write Sam Goodin, Disabled Student Services, Student Services 096, Indiana University, Bloomington, IN 47405.

NEWS FROM SPECIAL INTEREST GROUPS

Blind/Visually Impaired

by Lynn Lockhart and B.J. Maxon

Resource Directories in the Works

Probably no one among us knows ALL the resources for materials, services, and technology related to visually impaired students. A major effort of the B/VI SIG this year will be to compile two annotated resource directories. (1) An annotated computer resource directory, coordinated by Jim Bouquin and Jim Kessler, will address the rapidly changing area of computer hardware and software products for the blind/visually impaired. (2) An annotated academic resource directory coordinated by Laura Oftedahl and Christie Willis will cover noncomputer resources, addressing dilemmas such as the differences between the different raised-line drawing kits available and where to find the cheapest braille paper.

If you would like to contribute to these projects in any way, contact one of the co-chairs listed below.

More Programs on Serving Blind/Visually Impaired Students Planned for Next National Conference

B/VI SIG plans for the San Diego conference include a preconference workshop on computers and the visually impaired student, which promises to be highly informative. Tentative plans for proposed workshop sessions during the conference include presentations on Tactile Graphics, Interfacing with Services for the Blind, Improving Access to Science Classes for Blind Students, Multihandicapped Blind Students, and Interfacing with Text Recording Services.

If you have any suggestions or topics you would like to see addressed at the conference or other comments, contact either of the co-chairs.

Lynn Lockhart
General College Counseling
and Student Services
10 Nicholson Hall
216 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455

B.J. Maxson
Rehab Research and Training Center
on Blindness and Low Vision
Mississippi State University
P.O. Drawer 5365
Mississippi State, MS 39762

Career Planning/Placement

by Olga Nadeau

At the conference meeting of the Career SIG, the group that met was very productive in generating activity ideas for the next year. These suggestions included:

- Increasing the SIG's activity at the conference by creating a forum for showcasing model programs and activities related to career development for disabled students.
- Sharing information about career planning and placement in the *Alert* and *Bulletin* and through a SIG newsletter.
- Sponsoring an employment component at the annual conference, such as a series of workshops or employer receptions.
- Utilizing existing data banks (such as HEATH's) to compile employment and career development related information and help expand the capacity of the existing data banks by generating information through a career SIG survey.

Anyone interested in participating in any of these activities can get more information by contacting Olga Nadeau, Center for Handicapped Students, University of Utah, Salt Lake City, UT 84112.

Community College SIG News

BY Jeffrey Hipskind

The community college SIG meeting was well attended at this summer's AHSSPPE conference in Atlanta; 20 community colleges were represented. The SIG meeting provided members an opportunity to discuss common concerns and to do some networking with peers.

Funding issues were the most frequently mentioned concerns. Some members stated they couldn't fully staff their programs due to lack of funds. The suggestion was made to seek more financial assistance from local Vocational Rehabilitation offices. Some members stated their programs were not receiving funds through the Carl Perkins Act. Community College members should contact their Resource Development/Grants office to inquire about Carl Perkins funds to which their disabled student programs are entitled.

A closer association between AHSSPPE and the American Association of Community and Junior Colleges (AACJC) was suggested to boost AHSSPPE membership and to gain political strength for disability issues. The idea of "cross-institutional memberships" was suggested. AACJC has over 1200 members; AHSSPPE currently has approximately 200 community college members, so the membership potential for AHSSPPE would be significantly enhanced by an association between AHSSPPE and AACJC.

For more information contact Jeffrey Hipskind, Pima Community College, Tucson, AZ 85709.

Computers

by James Bouquin

This group's meeting, unfortunately, was not very well attended—perhaps due to its late slot in the conference program. The group decided not to apply for formal SIG status until more definite interest is shown. Two discrete needs were expressed: information on end-user modifications (for students with disabilities) and administrative use of computing resources. We will probably focus on developing appropriate sessions for AHSSPPE '86, including one on computing resources in disabled student services offices and another on adaptations for mobility-impaired students. We might work with the Research and Development Committee to develop a survey on AHSSPPE members' computing needs. We also hope to work with the Blind and Visually-Impaired SIG, which has already planned a session on speech-output and braille users for next year. Finally, we will be working on developing an electronic conferencing/mail/database network for

AHSSPPE, with an (optimistic) objective of implementation by next summer. Jay Brill and Jim Bouquin will coordinate this group's activities.

For more information contact James Bouquin, Stanford University, 323 Old Union, Stanford, CA 94305.

Independent Colleges and Universities

by James Bouquin

The first "official meeting of this group was fairly well attended, including individuals representing a wide variety of institutions (from very small to very large, single-sex and coed, religious and secular). Discussion was very active and enthusiastic. The group decided to apply for formal SIG status, which we assume will be approved. Three "regional coordinators" were selected: Judy Goldberg from NYU, Pat Almon from Marquette, and Jim Bouquin from Stanford. The group will be coordinating a mailing to all private postsecondary institutions in the country, including a brief program survey and information about AHSSPPE. The mailing should go out within a month or two. We will also begin establishing a program literature library. We plan to hold at least one session at AHSSPPE '86; possible topics include program development and funding models in independent schools, disabled students in religious-affiliated schools, and student recruitment strategies.

For more information contact James Bouquin, Stanford University, 323 Old Union, Stanford, CA 94305.

1985 PROCEEDINGS ARE PROCEEDING NICELY!

Proceedings from the 1985 National Conference in Atlanta last summer will soon be available for your library. Editor Joanna Gartner has been hard at work reviewing articles for publication and the Central Office staff is following up with the typing, format and layout. We anticipate that this volume will contain more than 45 separate articles in over 200 pages. The target publication date is January 3. As soon as the books are returned from the printer, copies will be mailed to all full conference attendees. If you didn't make it to Altanta, you will want to be sure to send for a copy (member's price, $8.50 plus $1.00 postage and handling) so you can enjoy vicariously the learning and sharing that you missed in July.

CARRYING OUR MESSAGE TO OTHERS...

Executive Director Jane Jarrow presented a paper entitled "Making Educational Meetings Accessible to Disabled Attendees" at a November national conference of the American Society of Association Executives. This group is comprised of volunteers and paid association leaders from professional, trade and membership organizations across the country (from the Barbershop Quartets of America to the American Medical Association). The theme of Jane's talk was a familiar one to AHSSPPEites —assuring architectural and program access requires a little money and a bit more forethought, but is both practical and appropriate for meeting planners everywhere to insure the widest possible opportunities for the millions of disabled Americans involved in all facets of American society. The presentation was enthusiastically received and is included in the published proceedings of the meeting for this prestigious organization.

WATCH FOR YOUR COPY...

You will soon be receiving a copy of a new publication—"How to Choose a College: A Guide for the Student with a Disability." This new manual, a joint project of AHSSPPE and the HEATH Resource Center, is expected to be available in December. A generic "how to" description of the decision-making process for choosing an institution of higher education, the manual encourages high school students with disabilities (and their parents) *not* to choose a school because of their disability. Rather, students are encouraged to narrow their list of possibilities on the same basis as do other students—academics, demographics, extra-curricular interests. Then, students should explore in detail (with the right person on campus) their disability-related needs and the availability of the support services geared to their individual situation. Single copies will be mailed to AHSSPPE members as soon as they are available. Additional copies will be available directly from the HEATH Resource Center.

MEMORIES OF ATLANTA AND AHSSPPE 85

Informative workshops

Visiting with exhibitors

399 BEST COPY AVAILABLE

Reception before the banquet

Dancing at the banquet

Informal discussions

Posing for pictures

BEST COPY AVAILABLE

Well-attended business meetings

Interaction with speakers

Well planned social events

The entertainers even have fun

Recognition for hard work

Expressions of appreciation

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AHSSPPE '86

CHARTING THE COURSE

DAYDREAMS OF SAN DIEGO & AHSSPPE '86

Besides an informative and busy program the following are fun things to look forward to:

- Shopping and dining in Tijuana, Mexico
- Tours of San Diego Zoo
- Adapted water skiing
- Two outdoor pools with a Jacuzzi
- Sandy beaches
- Beautifully landscaped walking & jogging trails
- Accessible boat rides
- Shopping and dining at Old Town
- Tours of Wild Animal Park
- Historical tours
- Fun run by Coronado Bay
- Jazzercize sitting exercises for everyone

PLAN AHEAD FOR AHSSPPE '86

PLACE: San Diego, California
THEME: CHARTING THE COURSE—
Directions in Higher Education for Disabled Students
DATE: July 23-26, 1985
HOTEL: The Sheraton Harbor Island East Hotel
HOTEL RATES: $90.00 Single or Double, extra person $15.00
CONFERENCE REGISTRATION FEES: Students $40.00
Pre-Registration Members $90.00
Members Onsite $95.00
Nonmembers Onsite $115.00

The Call for Papers should be out soon. If you did not receive this information, contact:

Susan O'Hara
Disabled Students' Program
2515 Channing Way
Berkeley, CA 94720

on campus reporter

SERVICES FOR STUDENTS WITH DISABILITIES AT WOMEN'S COLLEGES: A STATUS REPORT

Jane Thierfeld, Project Director; **Grace Gibbons**, Project Assistant, and **Judith Monachina-Dunn**, Project Assistant

Since the passage of the Rehabilitation Act of 1973, services to students with disabilities have become more prevalent at large public and private universities and colleges. However, a recent survey of small women's colleges found that those institutions have not made significant progress in providing access to students with disabilities. As part of its Access to Equity Project, the Office for Disabled Students at Barnard College polled the 50 members of the Women's College Coalition. The survey results will add to research done by the project toward developing a resource manual for service providers and students to help equalize educational opportunities for college women with disabilities. The project is funded by a 3-year grant from the U.S. Department of Education, Women's Educational Equity Act.

SURVEY RESULTS

The 36 respondents (75% of those contacted) included 35 women's colleges and one educational association. Of the 35 colleges reporting an enrollment of between 0 and 40 students identified as having a disability, 3 had an office or coordinator responsible for services and accommodations for students with disabilities. (Barnard College was not a part of this survey.) The mean for this group was not available because 16 respondents did not report the number of students with disabilities registered at their institutions, and 6 indicated that between 10 and 25 disabled students were served at their campuses each semester. Fourteen of the responding colleges reported total enrollments of under 1,000; 16 reported 1,000 to 3,000; one had an enrollment of 3,000 to 5,000.

Twenty of the colleges reported offering services to students on an individual basis and stated that the services were used by a small number of students. Twenty schools reported that they offer assertiveness training workshops, 20 offer employment workshops, 11 offer self-defense workshops, 2 provide information on legal issues and disabilities, and 4 provide resources on sexuality and disabilities.

To expand services, 7 colleges would hold workshops; 7 would provide resource materials; 12 would provide in-service training; 14 would initiate support groups; 9 would provide counseling services. No interest was expressed in beginning a disability studies course. Many of the colleges indicated that they would want additional information in the areas in which they reported offering services if the number of students with disabilities at their institutions increased. Ten respondents requested information on the action their sister schools were taking and the services they have in place. Other requests for information ranged from specific academic adjustments to general attitudinal and program resources.

Titles of the college representatives responding to the survey include president, vice president, admissions counselor, personnel worker, and data coordinator.

DISCUSSION

The small number of students with disabilities reported at the women's colleges indicates a population much smaller than the national average of 2.5%. We can speculate on the reasons for this low enrollment.

1. The popularity of women's colleges is decreasing, as reflected by their drop in number from 268 in 1960 to 110 in 1984 (Baltimore, *The Evening Sun*, Dec. 27, 1984.).
2. Women with disabilities may not consider women's colleges to be an option. Since the schools are usually private institutions they are therefore more expensive than public universities and thus may be out of line with vocational rehabilitation or family financial capabilities.
3. Women's colleges are usually small institutions that do not have services and resources, such as an office for disabled students, available to students with disabilities.

WHAT ARE THE STUDENTS MISSING?

A women's college provides a unique learning experience for any woman. The advantages that make women's colleges attractive—small size, individual attention, excellence in teaching—make them ideal learning environments for students with disabilities, particularly those who are recently disabled or newly independent.

WHAT ARE THE COLLEGES MISSING?

Students with disabilities would add a valuable dimension to the classrooms and dormitories on the campuses of women's colleges. Just as any women is valued for what she can contribute to the educational environment, so will women with disabilities bring their individual strengths. Strengths that may be underutilized at larger universities can be developed and appreciated fully in the smaller, more personal milieu of the private women's college.

CONCLUSION

It is obvious that many women's colleges are too small to warrant an office for students with disabilities. However, any needed services can be provided to even small numbers of students by having specific responsibilities assigned to people already performing the tasks for the general student population (e.g., the registrar's office moving classrooms, counseling center providing support, and health services providing medical attention when necessary). It is the authors' belief that many students enrolled at the colleges surveyed could fall under the legal definition of having a disability, yet do not identify themselves as such, and are meeting their own needs or are receiving help from empathetic administrators or staff members.

The Office for Disabled Students at Barnard College is now in its seventh year and is an example of what can be done to produce services to women with disabilities in a private college setting. Serving more than 40 students, staff members have helped identify many service needs that are often overlooked, especially in the unique ways in which they may pertain to women with disabilities. The Access to Equity resource manual hopes to address many of those needs practically through awareness activities, resource materials, and training workshops. The resource manual will be useful not only to women's colleges, but to any institution of higher education that wishes to include students with disabilities among those it serves.

ALTERNATIVES SOUGHT FOR YOUNG ADULTS WITH MARGINAL HANDICAPS

A growing number of young adults are exiting special education high school programs, carrying with them a combination of learning disorders and low average intelligence. Sometimes described as marginally handicapped, many of these young adults are too competent for the workshops and residential programs designed for mentally retarded individuals, yet they are unable to function as independent, productive adults without additional guidance and structure.

Hopefields School, Inc., is acutely aware of the problems facing marginally handicapped young adults. It is concerned about the lack of information available to assist them in making new and important life choices. A major research project is now underway that will identify and investigate the resources and opportunities that do exist and also suggest new directions not previously considered by these young adults, their families, and the professionals who serve them. Research findings will be published in a book entitled *A Life Resource Guide For Marginally Handicapped Young Adults*, and will include information about:

- Corporations and businesses offering training programs designed to accommodate the limitations and tap the potential of their trainees
- Appropriate educational programs
- Residential services that provide participants with the skills necessary for independent living
- Social clubs and groups offering an opportunity to meet new friends and learn social skills
- Marginally handicapped young adults who have been successful, and how they did it

The solutions are scattered and scarce. Parents, young adults, and professionals who are aware of existing programs and services are requested to contact the Project. Young adults who are willing to discuss their experiences are being sought. If you can provide much-needed information or would like to be placed on the mailing list to receive notice of the availability of the publication, please contact Elizabeth Neault, Research Analyst, Hopefields School, Inc., Route 6A, East Sandwich, MA 02537 (617) 326-2508.

Self-Advocacy

David Pfeiffer *Suffolk University.*

The Association on Handicapped Student Service Programs in Post-Secondary Education is dedicated to furthering educational opportunities for students with handicaps. Members provide services ranging from interpreters and readers to educating faculty and administrators about disability-related issues. One of the common services provided is advocacy. However, no matter how well someone advocates on behalf of another, each person must be his or her own advocate. In life each person must make difficult decisions. These decisions will be correct and responsible only if made by the person whose life they affect. While another's help may be necessary, commitment to a goal must be made by the individual concerned. Other persons can assist as advocates, but in the end each person must be a self-advocate.

This article will provide the basis for self-advocacy, covering civil rights, negotiations, grievance procedures, and where to go for help. It is, however, only the starting point. Each person must look at the particular situation and facts before deciding the next step. The guidelines presented here will help, but each person must ultimately decide on the appropriate action.

CIVIL RIGHTS

Civil rights are the means for citizens in our society to establish their independence, the legal foundation of independent life (Shane, 1974). Without civil rights, all people would be gravely limited in self-advocacy. Both in terms of substance and procedure, civil rights enable people to be autonomous.

The legal system in this country gives the right to be free from discrimination based on artificial distinctions. This right is firmly rooted in the Anglo-Saxon tradition of jurisprudence, which can be traced back to the Magna Charta in 1215 and to even earlier traditions. This right not to be limited in liberty for unjust or nonexistent cause is basic to the U.S. political and legal system (Burgdorf, 1980). If we as disabled people have the right to live in society, then we have the right to make our way in it. We have the right to exist and to function in a way which makes the original right effective (tenBroek, 1966; tenBroek & Matson, 1966).

Most civil rights are enumerated in the U.S. Constitution. The more important ones for purposes of advocacy are found in the First, Fifth, and Fourteenth Amendments. The First Amendment guarantees the freedoms of speech and of the press and contains the rights to assemble and to petition the government for a redress of grievances. These rights protect the advocacy process. Only through free expression of thoughts and positions can a person be a self-advocate. Only through meeting with others can one obtain support for individual efforts (Pfeiffer, 1978). And sometimes only through government action can problems be resolved.

The Fifth Amendment guarantees due process of law, which means that one's life, liberty, and property cannot be taken without a full, fair, and just procedure. This guarantee involves (among other things) open hearings, a record of what happens, a chance to confront witnesses (if there are any), an unbiased decision maker, at least one place to which an appeal of the results can be made, and no undue delay (Burdorf, 1980; Kirp, 1976). However, there are problems with this guarantee for the self-advocate. The first problem is that due process is not required in all decision making. Following due process is never a bad idea for the decision maker, however (Task Force..., 1978). The second problem is that the Fifth Amendment only applies to the federal government; however, the Fourteenth Amendment remedies this problem by applying due process to the states. In addition, the Fourteenth Amendment provides for equal protection of the laws, that is, equal treatment for all persons to the extent to which the laws can be used for that purpose. Equal protection means that if a non-disabled person receives a service or a benefit, then a disabled person cannot be denied equal treatment within reason.

Further statements of rights are to be found in federal statutes. Some of these rights are clearly based in the Constitution and do not necessarily need to be embodied in statutory law. Other rights are created by statute; since Congress and the President make statutes, they can abolish these rights. However, as long as they exist they can be used. The distinction between civil rights and statutory entitlements will sometimes be important to the self-advocate. As discussed below, part of the role of a lawyer is to know when this distinction is important.

One of the most important statutory statements of rights is Section 504 of the Rehabilitation Act of 1973 (Jones, 1979; on Section 503, cf. Bernstein, 1980, O'Dea, 1980; also cf. Abrams & Abrams, 1981). It is important enough to warrant being quoted.

> No otherwise qualified handicapped individual in the United States ... shall solely by reason of his [or her] handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

This passage can be found in 29 U.S.C. 794 (Section 794 of Title 29 of the United States Code). The *United States Code* is the name of the compilation of all federal laws currently in effect. Amendments passed in 1978 extended 504 (as Section 504 of the Rehabilitation Act of 1973 is almost universally called) to the federal government and allowed attorneys' fees to be collected as damages in private actions to enforce it. The regulations to administer 504 will be found in the *Federal Register* and in the *Code of Federal Regulations*. An important point to remember is that before any extensive advocacy is undertaken, the relevant regulations (as well as the statutes) must be consulted. The regulations will provide the definitions and sometimes the very guidelines by which solutions can be achieved.

Other federal statutes of which the self-advocate must be aware are those establishing the Developmental Disabilities Protection and Advocacy Systems (P.L. 94-103 and others), the Architectural Barriers Act of 1968, and the Civil Rights Act of 1964. In individual cases, still other federal statutes will be important. Which ones are relevant can be determined in one of three ways. First, a lawyer can be engaged to do the work, but this way can be expensive and time consuming. Second, another person who is not a lawyer can be asked to do the necessary research, but this way can also have drawbacks. Third, the self-advocate can learn how to do the basic legal research necessary. It is usually the third alternative which the self-advocate pursues, at least up to a point.

Any law school library will provide the knowledge required to uncover the relevant statutes, regulations, cases, and law review articles. This skill is not difficult to learn and is easy to retain with periodic use. However, the interpretation and application of these legal materials require much more background than the typical nonlawyer possesses. The self-advocate must know when to turn to legally trained individuals (not always lawyers) for help. There is no clear guide, but the following discussion of the role of a lawyer is meant to provide some assistance.

In addition to federal statutes there are state statutes that can be of great importance. Each state has an architectural barriers law, but these are of varying quality. Many states have antidiscrimination laws. Chapter 579 of the Acts of the Massachusetts Legislature for 1979 is considered to be the best antidiscrimination law from the disabled person's point of view. Similar laws are found in the District of Columbia (District of Columbia Code, Sections 6-1501, 6-1502 and 6-1506), Maryland (Maryland Code, Article 49, Section 11, Article 48B, Section 11g, and Article 30, Section 23), Virginia (Virginia Code, Section 63.1-171.2 through 63.1-171.4), and a number of other states. Again, the best way to learn of these statutes is to acquire the skills necessary to do basic legal research.

In addition to state statutes, six states have constitutional provisions that can help. Florida forbids discrimination on the basis of a physical handicap. Louisiana forbids discrimination on the basis of a physical condition. New Hampshire exempts disabled persons from the requirement of reading and writing English in order to vote, but under federal law such a requirement is no longer enforceable. Illinois forbids discrimination on the basis of a physical or mental disability in the rental or sale of property and in employment. Two states, Massachusetts and Connecticut, have the strongest Constitutional prohibitions of discrimination on the basis of a disability or handicap. Connecticut added the prohibition to their first amendment, which simply lists the conditions (such as sex and religion) upon which discrimination can not be based. Massachusetts has a very broadly worded statement similar to 504 that forbids all discrimination on the basis of any handicap. These constitutional provisions, however, are not self-enforcing. While they can serve as the legal basis for some actions, they need statutes to help enforce them effectively.

ADVOCACY THROUGH NEGOTIATIONS

Laws are not self-activating. If the handicapped persons are to obtain their place in society, problems must be brought to the attention of the proper person for action (Bowe & Williams, 1979). Suitable action is often achieved through negotiating with those persons able to act. Advocacy through negotiation is sometimes not only the best, but also the *only* way in which goals can be achieved.

At the same time, not all obstacles need to be overcome through formal negotiations. Many problems get resolved when attention is focused upon them by a phone call, a letter, or a verbal request. When the problem remains, some type of negotiation is the next step. A key concept important in all advocacy is that knowledge is power. Knowledge prepares a person to construct reasonable arguments that can be presented confidently. Such a presentation (along with other steps discussed below) is the key to successful negotiating. Any negotiating out of ignorance is doomed to failure.

The negotiating process must be viewed as the necessary first step in resolving a problem when an informal inquiry fails to do so (Tracy & Gussow, 1976). Some cautionary words are in order. Never enter negotiations unprepared, never assume success just because your side is right, and, above all, be willing to persevere to the end. In addition to these words of caution, there are some steps that are helpful in the negotiating process. The self-advocate must know these steps.

1. *Specify the basis of negotiations.* The first step is to establish the right, the statute, the regulation, or the policy that governs the proceedings. Although you may wish to cite the First, the Fifth, and the Fourteenth Amendments to the U.S. Constitution (and do not fail to do so, if they are relevant), using a statute, its regulations, or a policy that supports your position is an easier basis for negotiating. Often the statute, regulation, or policy is clearer and more concrete than the broad rights of due process, free speech, or free assembly. Section 504, for example, applies to recipients of federal funds. Most colleges and universities receive many types of federal funds, so 504, its regulations, and relevant court cases apply. When entering into negotiations, be able to specify the basis for the negotiations.

2. *Be certain of standing.* The next thing to establish is that there is standing to proceed. In order to have standing, one must qualify under some standard such as sex, age, disability, residence, or a number of other possible qualities. Section 504 requires that a person invoking it must be a "qualified handicapped individual." The definition of *qualified* is

that one is fit or eligible for whatever is the basis of the negotiations (Burgdorf, 1980). Even though qualifications change from situation to situation and thus the definition of *qualified* changes as a result, the term *handicapped individual* is more precisely defined. The 1974 amendments to the Rehabilitation Act of 1973 set forth a new definition for a *handicapped individual*. This new definition (found in P.L. 93-516) defines handicapped individual as a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such a limitation, or is regarded as having such a limitation. If a person fits this definition and the organization with which that person is negotiating is a recipient of federal funds, then he or she has standing to proceed with Section 504 as a basis for negotiations. Always be certain that there is standing when negotiations begin.

3. *Have a clear statement of facts.* There must be a clear statement of the facts before beginning. What, when, where, how, and why must be established. *What* happened to cause or to reveal the problem? *When* did it happen? Not only the date, but the hour if possible. *Where* did it happen? If the problem arises from a stated policy (as opposed to an overt action), then the policy must be tested to see if it is to be enforced. A message (which is best in writing) that the policy will be enforced from a person responsible for enforcing the policy is sufficient. Only if no message will be given is it necessary to produce a confrontation. *How* did it happen? If there is a clear statement of what, when, and where, the how may add little. Nevertheless, the how can add to the facts. And finally, *why*, did it happen? Not only why did you act, but also why did any other person involved also act? If there is a clear statement from the other side of the why, then the negotiations can begin on firm ground. In any event, have a clear statement of the facts before beginning negotiations.

4. *Focus on systematic change.* Try to discover other statutes, regulations, or policies that support your position. If negotiations are based on a federal statute and a state statute is discovered that gives more stringent requirements, then cite the state requirements as well as the federal ones. In addition, broaden the focus beyond the individual grievance. Although the grievance gives the reason for negotiating, the requested solution should go beyond specific remedies to a systematic change so that other grievances will not arise. Broadening the basis and focusing on a change affecting the whole system will give more long-range impact.

5. *Organize alliances.* Although you may be negotiating for yourself, obtaining a broad backing of other people will help (Bowe & Williams, 1979; Hurvitz, 1977). Find out who else has encountered or may encounter the problem and meet with them to discuss the issues. Having their backing will not only boost your morale, it will give your demands more credence. Other people can magnify your resources in terms of time, money, energy, and knowledge. Organizing allies to build a mutual concern over the problems will give strength.

6. *Agree with allies on goals and objectives.* In order to work well together, you and your allies must agree upon goals (long-range results)

and objectives (immediate results). The goals and the objectives must be attainable and measurable in the sense that one knows when they are achieved. If possible, goals and objectives should have a spill-over effect such as building good will among the general public.

7. *Decide on strategy and tactics.* Before negotiations begin, decisions must be made about strategy and tactics. Strategy involves long-range decisions. For example, it could be decided that after a certain length of time if negotiating has not achieved success, the media or the courts will be resorted to. Tactics involve short-range decisions such as what to give up in bargaining or what your fall-back position is during a negotiating session. The opponent's strategy and tactics must also be anticipated before negotiations get underway.

GRIEVANCE PROCEDURES

Many organizations (such as colleges and universities) have institutionalized grievance procedures (Finkle, 1976). They have formalized the actions one must take in order to obtain a hearing on a grievance. These procedures vary greatly and often have many detailed requirements (such as deadlines) that must be met before the process can continue or even begin. One thing is certain, however. The organization established the procedure, so no advantage will be given to the person filing a grievance.

There are usually two successive levels of hearings or negotiating sessions: a level on which a decision is made and a level for appeal of the decision. However, some grievance procedures allow no bargaining or open negotiating at any level. Instead, only specific positions can be argued, with no compromise possible. If faced with such a grievance procedure, one must decide whether it will be more fruitful to follow that procedure or to negotiate outside of it. Because grievance procedures are so different, the situations that can result are varied and complex. No general rule can be given, but some guidance can be provided.

Usually on the first level the person who acts (or fails to act) is the one with whom negotiations occur. If that person is clearly "following orders," then his or her immediate superior is the one with whom to negotiate. While the sessions should be relaxed and informal, insist that some written record be kept. The record should include the date, time, and place of the meeting, the request, and the decision. In addition the self-advocate should be accompanied by at least one person who can be both an advisor and a witness. The decision maker should give a decision in writing within a reasonable time period. If the decision is negative or unreasonably late, a written appeal (to overturn the decision or to obtain one if none was forthcoming) is then made to that person's administrative superior. The self-advocate should request a hearing on the appeal, insist on a written record, and be accompanied by another person. If no decision in writing is forthcoming, he or she should appeal to that person's superior and keep

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going until the top of the hierarchy is reached, maintaining a written record of everything.

Is it necessary that the established grievance procedure always be followed? Generally the answer is yes. If appeal to an outside enforcement agency is made, it will often require that the grievance procedure be followed first. The principle on which that requirement is based is called "exhaustion of remedies" (Rosenbloom, 1975). All reasonable ways to remedy the grievance must be attempted before the outside enforcement agency will spend its limited resources on the case. Common sense also says that it may be easier to remedy the situation internally before an appeal is made to an outside agency. Experience may say something different. In any event, the self-advocate should expect to follow the established grievance procedure unless there is a compelling reason to do otherwise.

If the grievance procedure alternative or any other type of negotiations fails, then there are outside sources of help. There are governmental enforcement agencies, the courts, and pressure tactics.

ENFORCEMENT AGENCIES

There are many outside enforcement agencies to which appeal can be made. The U.S. Department of Justice, the Office for Civil Rights in the appropriate federal department, a state attorney general, a state or local Office of Handicapped Affairs, and an agency hearing general discrimination complaints are some of the possibilities. Which one is appropriate depends upon the basis (state, local, or federal law) for the grievance. Either the statute or its implementing regulations will say where to lodge an appeal.

Again, since most colleges and universities receive federal funds, Section 504 will usually apply (Schrauder & Villins, 1979). The question then becomes, From which federal department do the funds come? In almost every case the answer will be either the Department of Health and Human Services (HHS) or the Department of Education (ED). Before President Reagan's first election, the Office for Civil Rights in the Department of Education was designated as the lead agency for enforcing Section 504. In late 1980 the Department of Justice was also given a major role, but since the Department of Education will be a source of funds for most colleges and universities, it will be instructive to examine their complaint procedure, which is typical of most federal complaint procedures.

A complaint must be filed in writing with the regional office of the Office for Civil Rights in the U.S. Department of Education. If the location of the regional office is not known and it is not listed in the telephone book, the staff of the local U.S. Representative's Office will quickly provide that information. The written complaint filed must contain the complainant's name, address, and telephone number and the statement of facts previously discussed: the what, when, where, how, and why. The regional office may request other useful items of information.

There is a time limit for filing with the Department of Education's Office for Civil Rights under Section 504. This deadline must be kept in mind when using the institution's grievance procedure or any other form of negotiating. The written complain must be filed within 180 days of the incident. If it is a continuing incident, such as an inaccessible building, the deadline is less of a problem.

The Office for Civil Rights will investigate the complaint and must notify the complainant in writing if no grounds are found for it. If it is decided that there is a violation of Section 504, an attempt must first be made to resolve the complaint informally. If informal negotiations by the Office for Civil Rights fail, then formal enforcement proceedings will begin. The ultimate coercion, if no satisfactory remedy is realized, is to end federal funding to that institution.

These proceedings can take a long time to complete. If the problem is an immediate one, then the procedure of the Office of Civil Rights will not give a satisfactory outcome. In addition to this problem, the only parties to the proceedings are the federal government and the institution. The person filing the complaint must petition the hearing officer in order to have any right of participation in the proceedings, and even that participation will be limited.

Although the Department of Education's Office for Civil Rights was used as an example, their procedures are similar to those of most enforcement agencies. The complaint must be in writing with a deadline for filing. The proceedings can take a long time to complete. The complainant is not automatically a party to the proceedings.

COURT ACTION

If the problem has immediate impact and delay would cause harm, the courts will usually allow bypassing the appropriate enforcement agency. On the other hand, if the enforcement agency has rendered an adverse decision, the courts will accept an appeal in some cases (Bullock & Lamb, 1984). Sometimes, however, courts are prohibited by statute from hearing appeals from, or in place of, enforcement agency decisions. Generally courts, if they accept an appeal, will only apply a standard of reasonableness to the agency decision. That is, the court will only ask whether the decision appears to be a reasonable one or not. It will not re-examine or rehear the arguments. However, if the answer to the question about a right to appeal to the court for review is not clear, the court can be asked to take jurisdiction in order to clarify that right to appeal.

The courts can do a number of helpful things. One is to issue a temporary restraining order (an injunction) to prevent some act from occurring. Another action is a writ of mandamus ordering a public official to do some specific act. There are other alternatives available. Which request is to be made out of the many possible ones available should be decided by a lawyer.

A person who is versed in the law and who is licensed to practice law is a *lawyer.* A lawyer who acts on your behalf, in addition to advising you, is an *attorney.* Often the two terms are used interchangeably. The differences in terminology are based mostly on local custom. The generic term *lawyer* will be used here.

The role of a lawyer is fourfold. (1) First, a lawyer is a person who studied law and has (at the minimum) a general grasp of the legal system. He or she knows how to take certain actions (like filing a suit) according to the rules of the court. Besides legal knowledge, a lawyer is trained to take an objective view of what is or should be happening. (2) A lawyer is trained to do legal research. In order to present the best case—in or out of court—extensive research must be done to ensure that all relevant statutes, regulations, and guidelines are reviewed. Support for a position must be cited in the law, and conflicting statements found there must be answered. The most recent relevant court decisions must be reviewed. While the law does have a vocabulary of its own that can be learned, a specialist (the lawyer) knows it better than the nonlawyer. (3) With the knowledge gained from law school, years of practice, and research, a lawyer is in a good position to give advice. He or she, for example, might say that there is a small chance of winning in court and, therefore, may advise negotiations as the best resolution of the problem without going to court. On the other hand, the case may be so strong that the self-advocate can push for all of the demands during negotiations, knowing that eventually victory will occur. Part of a lawyer's training is to be an objective third person and to examine issues dispassionately in order to give such advice. (4) Finally, a lawyer is trained to be an advocate and to represent other people because of expertise in the subject matter, experience in advocacy, or his or her dispassionate approach to the problem. If the lawyer is not carrying out these four roles, the client should ask how he or she perceives a lawyer's role. A discussion of tactics and strategy is always in order between lawyer and client.

There are a number of ways in which a person can obtain the services of a lawyer. Law centers such as the Disability Law Resource Center in Berkeley, California, the Public Interest Law Center of Philadelphia, and the Developmental Disabilities Law Center in Boston are staffed by lawyers and paralegals who practice the type of law that will be of help. There are many other types of law centers across the country, and each state has a developmental disabilities protection and advocacy system. The Developmental Disabilities Law Center in Boston is an example of such a system. The Epilepsy Foundation of America has a Legal Advocacy Subcommittee that is in contact with law firms across the country that will take referred cases *pro bono* (free for the public good) or on a cost-only basis. When a case involving discrimination based on epilepsy is brought to their attention, if it cannot be successfully resolved or is of national significance, the Legal Advocacy Subcommittee will refer it to one of these law firms. There are also neighborhood legal aid offices in almost every major city. In addition, local and state bar associations are frequently connected to privately endowed legal service groups. Most law schools have a legal clinic where law students handle cases under the direction of a licensed lawyer. All of these groups will handle a case at no or low cost, if one qualifies in terms of income or type of disability.

Of course, some people do not qualify for low-cost legal assistance. There are some guidelines that can help in choosing a lawyer. In recent years it became possible for lawyers to advertise their services, but few specialists in disability law do so. A search of mass media advertising probably will not turn up the type of lawyer needed. Local bar association referral services usually supply names listed in some sequence (such as by lottery) with no regard to competence and commitment. However, some bar association referral services do try to match specialization with need. Even better are lawyers who are members of a local, state, or national section of the bar association concerned with an area relevant to the problem. Bar associations frequently have sections or committees concerned with the law of mental health, education, employment, civil liberties, or disability. One of these lawyers would be a likely candidate to contact. Groups such as the protection and advocacy systems and the law school clinics can recommend lawyers who specialize in the area of concern. Local advocacy and self-help groups usually know lawyers who are competent and committed.

No method of lawyer selection is foolproof, so when considering a lawyer one should never hesitate to explore his or her competence and commitment. As a professional, a lawyer should welcome questions. One way to find out the proposed lawyer's general knowledge and competence is to ask about courses taken in law school, rank in graduating class, continuing education classes after graduation, and types of cases handled. A potential client can also observe the efficiency of the lawyer's office and the general professionalism of the staff. Evidence of disorganization may indicate inefficiency and lack of competence. In addition, the lawyer should answer questions straightforwardly, should provide copies of all relevant documents and correspondence, and should respond quickly to inquiries. The client should ask about disability law and not settle for condescending answers. If the lawyer is not an expert in this area, it is possible that it can quickly be learned. The lawyer should not try to learn the general area of disability law on a client's time, but research on the specific problem should be encouraged. Commitment to the problem and its resolution are just as important as knowledge. The lawyer's interest and concern should be apparent. If they are not, the client should ask why not. Even if the lawyer is doing *pro bono* work, the client's interests are at stake. The self-advocate is the one who must ultimately make the decisions, although he or she should listen very closely to the lawyer's advice.

A client should never hesitate to discuss the fee the lawyer will charge. Most lawyers are willing to spend some time at no charge at the outset of the case in order to determine (1) if the lawyer wants to handle the case and (2) if the client wants him or her to do so. If a lawyer is hired, there are four possible ways that a fee can be determined. Some lawyers charge a flat fee for routine cases. When the amount of time spent on a case might vary greatly from the usual case, there may be an hourly rate set. If some type of monetary damages could be paid upon winning the case, then a specific percentage of the damages can be the fee upon winning, with no fee if the case is lost. In some instances, a statute (such as 504) will allow reasonable attorneys' fees to be recovered from the losing party so that the lawyer will be paid only if successful. No matter what the fee arrangement is, it should be in writing and include installments to be paid (if any) and what specifically the lawyer will do. For example, if appeal of a lower court decision is not among the lawyer's agreed-upon services, then such action will cost more.

As the negotiations begin, one seldom knows if a lawyer will be needed or if an appeal will go to the courts. A self-advocate should be prepared to do what is needed for victory (Hurvitz, 1977; Schwartz, 1984). It might be a prudent move to engage the services of a lawyer before the negotiations begin and to keep him or her informed of the progress. Part of the preparation for negotiations is to start the mobilization of people who can exert pressure on the other side.

ADVOCACY THROUGH PRESSURE

Everyone lives in a community of people that sets the tone for much that happens in his or her life. The community may be a university, a neighborhood, or some other type of human society. In order to be able to influence what happens, a knowledge of who the community leaders and opinion shapers are and how information is transmitted is necessary. An effective advocate is continually alert as to who shows leadership, who is respected, who is listened to on issues, and what media produce action.

There are several things to remember about leadership. Leaders change from time to time and according to issues. Leaders are not always the ones in formal roles of leadership, but having such a position does imply some responsibility for what happens in a community. Sometimes a leader shapes opinions; sometimes a leader carries out another person's ideas. A person who is recognized as a leader may be ineffective or refuse to act. The role of leader places many demands on a person's time, so there must be a good reason to focus attention on the resolution of a particular problem. Maintaining friendly relationships with a variety of leaders can be useful in advocacy so that an appeal can be made to a broad base for support.

Some of the most effective support for a cause can come from public opinion. There does not have to be a widespread support for a position, but an expressed general desire for equal treatment will provide great pressure for fairly resolving a grievance. If the position is clear and correct and the community expects fairness, then victory is partly achieved.

One way to bring pressure for negotiations to begin, for a decision to be made, or for a problem to be resolved fairly is to inform the community through the media (Templer & Tolliver, 1983). Use of the media, however, can be difficult for two reasons. First, it may be hard to obtain space or time if there is a great demand on the media for attention. News directors and editors must be carefully cultivated if they are to understand the issues involved and to view the resolution of the problem as newsworthy. The second reason use of the media is difficult is that because it can be so powerful, it can have a negative impact. Administrators can feel pressured in the wrong way and refuse to act. In order to avoid both if these difficulties, an ongoing advocacy program using publicity, awareness, and educational activities, as described below, must occur.

Besides using the media, there are other ways to inform the community and to bring pressure. Word of mouth, speakers, and other face-to-face means can be used effectively. If the media are not accessible, then these techniques are the only alternative. Within the university itself, several groups can be mobilized to apply pressure (Gaylin, 1978). Faculty, administrators (other than those involved in negotiating), student organizations, and employee unions can all be called upon for support.

Although self-advocates should not spend their time anticipating or provoking a fight, they should prepare for one by conducting ongoing activities using public relations techniques, awareness training, and education (Bogdan & Biklen, 1977). If there were no disability-based discrimination, then such activities might not be needed (Eisenberg, Griggins, & Duval, 1982). However, discrimination does exist and these activities are necessary.

The techniques of public relations are essentially whatever produces a favorable climate of opinion in the community. These techniques may range from a speaker's bureau to press releases to radio programs. They often require the skill and specialized knowledge of a person trained in public relations. Many public relations firms, like law firms, take on *pro bono* work. There are a number of other persons and organizations who will provide training in these skills. A public relations disaster can be as damaging as a defeat in the courts, but such damage can be repaired while legal technicalities may not allow another chance.

One of the avenues open to disabled persons is to conduct awareness training. Many people have an immense lack of awareness of the barriers facing disabled persons (Edelman, 1974; Henderson, 1979). Making people aware of these barriers in a sensitive way can help remove them. Once aware of the barriers and freed from the attitudes that prevented acceptance of disabled people as fellow human beings, many people want knowledge about disabilities, the types and extent of other barriers, and attempts to remove them. Consequently, another method self-advocates can use is to educate others without forgetting to educate themselves about other disabilities and barriers they face.

CONCLUSION

Advocacy, especially self-advocacy, is a never-ending process. Each person must make his or her own decisions and then carry them out. In society there is the right to be free from discrimination based on an artificial distinction such as disability. When a barrier based on a disability is encountered, the self-advocate must be prepared to remove it. Using rights, knowledge, skills, and calling upon others for help when it is needed, people carry out decisions that affect their lives. In this manner people make their way in the world.

It is important that members of AHSSPPE know what is necessary for successful self-advocacy and make that knowledge available to disabled persons who need it. While advocacy is not the only service required, it is often the key to unlocking postsecondary educational opportunities for disabled persons.

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The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages. Feature articles submitted will be evaluated through blind review. An original and 4 copies should be furnished.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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president's message

"The Kamikaze Pilot who flys 14 missions may be involved, but he is not committed."

I recently attended a two-day seminar for chief elected officers of professional organizations. While I learned a great deal and heard much that I agreed with, one concept put forth didn't seem to square with AHSSPPE's goals and needs.

> Ask not what you can do for your association, but what it can do for you.

I would agree that it is very reasonable to ask what membership in any organization might do for "me." However, given the mission, goals, and functions of disabled student services coordinators, I believe that membership/involvement in AHSSPPE should mean far more than just belonging. Nearly all of the folks I have met in AHSSPPE view their positions as much more than a job. The commitment to equal access and opportunity for disabled students is a deeply held conviction on the part of our members.

If the goal of equal access and opportunity is to be met, then those who belong to our Association should be asking, "What should I be doing for my profession?"

We should be *reading* professional literature. We should be contributing to the *writing* and *research* in this field. We should be *attending* and *presenting* at professional meetings. We should be *involved* with Special Interest Groups and other such opportunities. We should be *speaking* to secondary education personnel and parents on the appropriate preparation of disabled students. We should be *sending* our expert opinions and recommendations to legislative leaders. In short, we need to be committed to equal access and opportunity.

The few who may still be reading after the last paragraph are asking, but who can afford the time? Can we afford not to spend the time?

Recent Developments:

- Ron Blosser and his task force on Evaluation and Planning are well on their way to taking a careful look at our present position and at the future. They will be holding an open forum at the San Diego conference that will be one of several opportunities for members to comment on their Association.

- The San Diego Conference Committee has put forth a tremendous amount of hard work to ensure a first-rate conference. Acting on input from Atlanta, one emphasis will be programming for our more "veteran" members. As a profession that is maturing, we have many folks who have been involved for a long enough time to be more interested in sophisticated, challenging issues.
- Special thanks to all of you who have sent me ideas, criticism, best wishes, and some other things not given to easy categorization. Such support and input augurs well for the growth of AHSSPPE.

Richard Harris
Ball State University

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

THE SCARLET LETTERS "LD"

by **Walter Randolph Adams**, *Department of Anthropology, 354 Baker Hall, Michigan State University, East Lansing, MI 48824*

I am Learning Disabled but prefer to think the letters "LD" mean I learn differently, and I am proud of that fact. It means, I see the world differently and can offer different solutions to contemporary problems. Here, I want to present some good news and some bad news. To be different, I will present the bad news first.

Under current laws, there is very little that can be done to help the LD individual. Unlike one who has a visible handicap, learning disabilities is a hidden handicap. The individual himself or herself has to want to do something about it. But in order to qualify for the benefits granted by federal laws, people have to be willing to wear the scarlet letters LD emblazoned on their chest. If they do not do so, they are not entitled to the available benefits and services.

By wearing the scarlet letters, the individual states that he or she is different from his or her peers. No one wants to be different from classmates. Being different means to be rejected. To be different means to be faced with social isolation from your colleagues. Aggravating this is the fact that people tend to group learning disability with mental retardation. This makes the scarlet letters even more brilliant and increases the social isolation of the individual.

For an individual to want to wear these scarlet letters, there has to be a benefit that the individual perceives will outweigh the cost of social isolation (for me, it meant being able to continue with my education and reach my goals). Under current laws, by wearing those scarlet letters the individual *does* receive benefits provided under section 504 of the National Rehabilitation Act of 1973. However, as president of the local chapter of the Michigan Association for Children and Adults with Learning Disabilities (Michigan ACLD) for the past 2 years, I have found that, most of the time, the benefits and services guaranteed by law are granted grudgingly, if at all. Often, the process one has to go through in order to wear the scarlet letters is complicated and requires a lengthy period of time. This serves only to increase the alienation of the individual from the rest of society. Under current conditions, then, there is no apparent reason for the individual to want to wear the scarlet letters.

Now for the good news. Educators can make it easier and make it more acceptable for the LD person to come to grips with his or her disability by being more aware of their students' potentials. When educators observe that one of their students does not perform up to potential, they can provide him or her with alternative means by which that student can reach potential and otherwise demonstrate the extent of his or her knowledge. This can be done through the use of talking books, readers, oral examinations, essay examinations, or other means. Administrators can help by encouraging professors to comply with national statutes and help them to provide students with these alternative strategies. Government officials can exert pressure by forcing compliance with the national and state regulations. Assisted by these strategies, LD students can obtain the grades to which they are entitled, and thus be encouraged to remain in school and to accomplish their career objectives.

Educators can also encourage students to undergo testing for learning disability in order to qualify for the benefits and services granted under Section 504. *At the same time, however, it is imperative to stress to the student that learning disability is not mental retardation*—it only means that the individual processes information differently. In this case, administrators can help professors by making these tests available to students for little to no cost. When I was diagnosed to be LD 5 years ago, it cost me $675. Most college students do not have access to those kinds of funds.

None of these strategies, however, actually alleviates the underlying problems confronting individuals with learning disabilities. To address the problem requires time. But there is no better time than the present to start. College and university faculty and staff can educate all of their students to accept the ways in which their colleagues learn. There are no two individuals who learn exactly alike or who perform all educational tasks equally well. While this course of action may not help students, it will make it easier for the next generation of students to attain the goals to which they aspire. In this manner they can become the future Albert Einsteins or others who are now known to have been learning disabled.

In short, initiation of the process by which an individual can qualify for protection under national laws comes primarily through his or her own actions. However, educators and administrators in institutions of higher education can make it acceptable for the individual to wear the scarlet letters. Remember—the letters "LD" mean only that one learns differently.

NEWS FROM THE SPECIAL INTEREST GROUP ON BLINDNESS AND VISUAL IMPAIRMENT

by **B.J. Maxson**, *Mississippi State University*

There has been concern expressed on the part of several members of the Special Interest Group on Blindness and Visual Impairment (SIG-B/VI) about several issues that affect members of the Association. Since the SIG-B/VI considers itself to be an active and involved SIG, we have made several attempts to offer solutions to these problems and would like to invite each member of AHSSPPE to be part of the solution.

The three central issues are: (1) identifying national and local resources that could be helpful to service providers working with blind students; (2) learning the ins and outs of specialized computer equipment and how to make an appropriate campus purchase; and (3) heightening the awareness and sensitivity of AHSSPPE members toward blind students and blind conference participants.

HISTORICAL PERSPECTIVE

In part, the reason for these problems is the historical separation of services to blind and visually impaired persons. Because blindness is a very low incidence, low prevalence disability, prior to World War II, very few blind people received any type of rehabilitation service. Consumers, blinded veterans, and interested professionals fought long and hard to establish separate services in the belief that, if blind persons were given the opportunity to receive appropriate training by qualified professionals, they could live productive and quality lives. Thus, the maze of resources and services for blind persons began to develop. Through the years it has become more spread out and more complex. Those within the system are well aware of the path through the maze, but where does that leave the single service provider in a special services office who has not had the opportunity to learn the blindness system?

RESOURCES

Identifying the resources available to blind college students is no easy task. First, one must learn the language: APH (American Printing House for the Blind), AFB (American Foundation for the Blind), RFB (Recordings for the Blind), TBL (Talking Book Library), BANA (Braille Authority of North America), etc. The list is extensive. Then, one needs to figure out how to contact them and what is available from each of the resources.

The SIG-B/VI has undertaken a special project to do just that. Two members, Laura Oftendahl (American Council of the Blind) and Christy Willis (George Washington University), are working together to coordinate the production of such a publication specifically for AHSSPPE members. Everyone has the opportunity to become a published co-author by contacting them with any resources you have identified that have been helpful.

COMPUTERS

The second major project that the SIG is initiating is the development of a data base or computer resource list. Jim Bouquin (Stanford University), Jeff Moyer (Cleveland Society for the Blind), and Jim Kessler (University of North Carolina) are coordinating this effort and may be contacted by everyone who has had either computer success or computer phobia. Of special interest to them is the creative and nontraditional usage of computers by blind and visually impaired students. Please contact them with your comments.

BLIND PEOPLE HAVE DIFFICULTY SEEING

Sometimes people overlook the obvious. It has been apparent that this is one such point. Here are some tips reprinted from the American Foundation for the Blind on what to do when you meet a blind person. (There is an excellent film available through them by the same title.)

1. When meeting a blind person, begin by identifying yourself and making sure the person knows you are addressing him or her. Likewise, when you leave, tell the person that you are going. Never make a blind person have to guess who you are or wonder whether or not you are still there.
2. Speak directly to the blind person in a normal tone of voice. If the blind person is with a friend, do not use the third person as an "interpreter." Do not shout at someone who is visually impaired as if he or she were deaf.
3. When talking to a blind person, use the words you normally use; do not avoid using words like "look" and "see" that are part of everyone's vocabulary, including the blind person's.
4. When offering to act as a guide, ask the blind person to take your arm just below the elbow and walk about a half step in front of him or her. Never grab the person's cane or insist on helping someone who does not want assistance.

5. When a dog guide is being used for travel, do not distract the dog from the job by petting or talking to it.
6. When giving directions to a blind person, avoid terms like "over there," "that way," "turn left at the blue door," and do not point in the general direction. Also, do not give directions to the dog guide, since they will not be understood by the animal.

In general, try to be sensitive to the visual demands of certain situations and use common sense. This is especially true if you are planning to give a presentation to a group which would include a blind person. Use visual aids, but be sure to briefly describe or read them. This will heighten everyone's awareness.

WITH HELP FROM YOU, THE RESOURCE DIRECTORY WILL BE PUBLISHED

A Resource Directory for Disabled Student Services Personnel and blind students is a major project of the B/VI SIG this year. Although the details regarding the format and funding for the much-needed directory are in the discussion and research stage, plans are well underway to gather and compile the information. YOUR ASSISTANCE IS NEEDED, THOUGH, TO MAKE THE PROJECT A SUCCESS!

Here are the proposed categories/tables of contents of the directory. We would like to hear from you (1) with your suggestions of any areas you feel have been overlooked and (2) we need you to volunteer to take one or more categories and to gather the resource information for that subject area. Please choose an area with which you are somewhat familiar and on which you are willing to do some digging to "round out" your knowledge and experience with new resources. (Please note that computers and related technology will be covered in a separate data base being compiled by the B/VI SIG.) We will review your comments and will be in touch with you soon with category "assignments" and other details.

Possible topics are:

Maps, Mobility, & Transportation
Instructional Areas
Braille Resources
Audio Resources
Low Vision Resources
Adaptation of Science & Math Equipment
Rights and Legal Resources
Test Accommodation (Standardized & Regular Tests)
Scholarships & Financial Aid
Independent Living Resources
Other Categories

Please contact us with your comments and willingness to assist.

Christy Willis, Disabled Student Services
The George Washington University
Rice Hall, Suite 401
Washington, DC 20052
Attn.: AHSSPPE B/VI SIG

Thanks for your help.

Christy Willis (202/676-8250)
Laura Oftendahl (1-800-424-8666)
(American Council of the Blind)

NEWS FROM THE TRIO SIG

Carolyn Smith, Indiana University East, Richmond, IN, has been elected to chair the TRIO SIG.

NEW AHSSPPE POLICY ADOPTED AT THE NOVEMBER 1985 EXECUTIVE MEETING

Support Letter for Members' Grant Proposals

AHSSPPE will write letters of general support for grant proposals submitted by members under the following conditions:

> The letter will be one supportive of the general, proposed concept, if it is determined to be congruent with the aims of the Association.
>
> A written abstract of the proposal must be received by the president no less than 10 working days before the support letter is required. The abstract should be no more than 300 words in length.
>
> The applicant should also include how the support of the Association will be helpful in implementing the goals of the project.
>
> If AHSSPPE is applying for a certain grant, no letters of support will be able to be provided to other applicants for that particular proposal. Applicants may find out this information by calling Jane Jarrow, Executive Director.

Questions regarding this policy should be addressed to the president. If he or she is unavailable, members should contact the Executive Director.

EXECUTIVE COUNCIL MEETING

The following is a brief summary of major action items presented or voted on by the Executive Council at the November 15/16, 1985, Meeting at the Sheraton Harbor Hotel in San Diego.

The local planning committee has a tremendous conference planned for July 23-26, 1986. Input from past conference evaluations and concerns members have shared regarding scheduling of the business meeting, the SIG meetings, preconference workshops, and the quality of the concurrent sessions were all factors considered by the Conference Planning Committee. The hotel location is 5 minutes from the airport and the facilities are outstanding. "Chart your Course for San Diego, July 23-26."

Membership Committee Chair Dona Sparger reported that there are 42 state membership coordinators (the most ever). Current membership total is 656 and 1000 is the goal set for October, 1987. Effective January, 1986, Dona will resign as chair.

Special Concerns Chair Sam Goodin reported that an independent school group wishes to be recognized as a SIG and the Council voted to accept the group. A Do-It-Yourself AHSSPPE Regional Conference Kit will be ready soon. If there are questions about the functions or membership of any of the SIG's, contact Sam Goodin.

The Legislation Committee, co-chaired by Bill Scales and Linda Donnels, is asking all AHSSPPE members to write letters. The Civil Rights Restoration Act of 1985 will clarify the original intent and restore the protection against federally funded discrimination by amending Title IV of the Civil Rights Act of 1964, Title Nine of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Write your Congressperson and ask for support. When writing to a Congressperson, please follow these basic points:

1. Address only this one issue.
2. Identify yourself and your field of expertise.
3. Ask the member how he or she will vote on the issue and why.
4. Say you are looking forward to receiving a response.

Bill or Linda would like a copy of your correspondence. Their addresses are in the AHSSPPE Directory.

Bill Scales prepared and delivered testimony before the United States House of Representatives Subcommittee on Select Education regarding the Education of the Handicapped Act and amendments.

Executive Director Jane Jarrow has successfully written two Trio Grants that will train about 250 people. The Council voted to increase Central Council Staff by one position.

President Richard Harris has appointed Ron Blosser to head a special task force to review, examine, and evaluate our association efforts and to make long-range planning recommendations. Time has been set aside at the San Diego Conference for membership impact. Ron will be selecting his task force members soon.

Publications Committee Chair Kay Lesh reported the conference proceedings should be ready in mid-January. *How to Choose a College: A Guide for the Student with a Disability* is a reality—for more information contact Kay or Jane Jarrow in the central office.

The Council accepted the Marketing Committee's recommendation that exhibit participants pay a set rather than a prorated fee. Marge Fordyce, Chair, reported the first exhibitor breakfast in Atlanta was a valuable way of collecting information from exhibitors and will be continued. Exhibitors will receive noncompeting time during the San Diego Conference.

President elect Pat Pierce has begun the publicity for the San Diego Conference. John Timcak is the new Publicity Chair.

This does not account for all of the proceedings of the November 15/16 Council meeting. Ward Newmeyer's 24 pages of notes are a much better representation. Entire text of the council meeting is available upon request from Secretary Ward Newmeyer.

CHART YOUR COURSE FOR SAN DIEGO—THE NINTH NATIONAL CONFERENCE—July 23-26, 1986.

John Timcak
Chair, Publicity Committee

The Emergence of the Study of Disability and Society at the University of Southern California

Harlan Hahn *and* **Paul K. Longmore**, *the University of Southern California, Los Angeles*

In recent years, the field of disability and rehabilitation policy has been undergoing a massive reorientation. This has resulted from dissatisfaction with the effectiveness of traditional approaches. Despite all efforts, people with disabilities retain the highest rates of poverty, unemployment, and welfare dependency of any disadvantaged social group in the United States (Bowe, 1978). This reorientation has also come in response to new legislation and the increasing strength of the disability rights movement. It has become apparent that a reconceptualization of the phenomenon of disability is required. Traditionally, disability was considered a personal misfortune, but more and more it is recognized as a social, economic, and political experience and as a social problem of increasing importance.

Evolving definitions of disability have reflected and facilitated this fundamental shift, which involves a shift in the identification of the source of the problem. The medical model defines disability as an organic deficiency residing in the individual. Similarly, the subsequent economic explanation views it as a personal vocational defect, at least in a stable economy. But most recently, a sociopolitical approach has explained disability as an interaction between the individual and the environment. This analysis offers a minority group model as the most useful tool for explaining the social isolation and economic deprivation of persons with disabilities (Hahn, 1982).

Both the recognition that laws and government regulations determine the definition of disability and the increasing acceptance of a sociopolitical model suggest the need to develop a field of academic inquiry focusing on the study of the experience of disability and on disability and rehabilitation policy. The Program in Disability and Society at the University of Southern California is conducting research based upon this new concept and developing a model multidisciplinary curriculum derived from that research.

This new approach should supplement and complement rather than supplant existing modes of inquiry. It requires an expansive multidisciplinary approach that would include both fields traditionally associated with disability (rehabilitation counseling, special education, occupational therapy, physical therapy, speech therapy, social work, medicine, and nursing) and other professions that significantly impinge upon the lives of persons with disabilities (architecture, business, law, gerontology, engineering, urban planning, occupational safety and health, etc.). Disability is a massive social problem encompassing more than 36 million Americans and extraordinary levels of public expenditure (Bowe, 1980). Recognition of that fact reveals that almost no area of policy study is untouched.

As with other minority groups, a thorough understanding of the social and economic experience of persons with disabilities and of public disability policy is essential information for the practice of any disability-related profession (Alexander & Strain, 1978; English, 1971; Forman & Hetznecker, 1982; Wilkinson, 1982). Incorporation of a sociopolitical model of disability and rehabilitation into the education of professionals in these fields offers the possibility of providing them with a more comprehensive, realistic, and effective preparation for resolving the social and economic problems of persons with disabilities. That enhanced training should be based in ongoing multidisciplinary research. It seems useful here to set forth some of the priorities of that research.

The sociopolitical explanation proposes that visible and permanent physical traits may trigger prejudicial responses. "Disability" represents a broad continuum of characteristics that may be immediately obvious or may be identifiable only under careful observation. These attributes of appearance and modes of functioning permit differentiation between human beings that is a basis for stereotyping and discrimination. Covert bias masked by overt positive expressions has been found to be widespread not only in the general populace, but also among medical and rehabilitation professionals (Alexander & Strain, 1978; Bell, 1962; Chesler, 1965; Cohen, 1963; Eberly, Eberly, & Wright, 1981; Forman & Hetznecker, 1982; Goodman, Richardson, Dornbusch, & Hastorf, 1963; Green, Kappes, & Parish, 1979; Richardson, Goodman, Hastorf, & Dornbusch, 1961; Richard, Triandis, & Patterson, 1963).

Research might give greater attention to the experience of disability. What can persons with disabilities tell professionals about the effects of the disabilities on their daily activities and their entire lives? Which experiences are common to almost all persons with disabilities? Which are unique to people with different types of disabilities or in specific situations?

Past efforts to answer these questions have frequently been limited by a focus on particular diagnostic categories or on individual psychological responses to disability. This may have reflected the natural medical concern with etiology. But a sociopolitical perspective regards disability as a generic concept. That viewpoint suggests the need to develop an aggregate measure of the experiences uniting or dividing people with disabilities.

The study of the nature and meaning of disability might encompass both an examination of the collective or shared understandings of people with disabilities and an investigation of the attitudes of nondisabled persons. Many experiences common to persons with disabilities result from their encounters with nondisabled people rather than from psychological responses to their own disabilities. Researchers might explore the ways in which social values and attitudes, particularly among prospective employers, contribute to the social and economic condition of people with disabilities.

Those values and attitudes are also reflected and reinforced in various popular media (television, motion pictures, print), literature, and other arts. There is need for more thorough examination of these images and perceptions, how they have changed over time, and how evolving images have expressed changing social and cultural perceptions of handicapped persons.

The study of those images is part of the broad intellectual and cultural history of disability. Much work remains to be done in that field. In addition, what might be called the social history of disabled people has been virtually unexplored. How have various societies and cultures throughout history perceived and treated their disabled members? What has been the social and economic experience of people with a range of disabilities in different time and places? This inquiry calls for a comparative historical approach.

Public opinion is an essential ingredient in the formation of public policy. A new approach to the study of disability might therefore examine the social values implicit in the formulation of public policy.

The sociopolitical perspective points out that the definition of disability is essentially determined by public policy. In other words, disability is whatever laws and implementing regulations say it is. Further, those definitions expressed in established policies have been shaped by historical circumstances and by the viewpoints of professional groups. The fields of vocational rehabilitation and rehabilitation medicine originated from and have been supported by governmental decisions to seek solutions to the problems of disabled persons. Yet ironically those fields seem seldom to have recognized that public policy shapes the definition of disability.

An additional needed focus of future research is comparative or cross-national investigations of public policies. The variety of policies in different countries provides a valuable basis for assessing the success or failure of different approaches to the issue of disability.

Finally, there is a major need for increased research on the policy-making process concerning disability and rehabilitation. Current government expenditures for disability-related programs, especially in transfer payment for income maintenance, parallel or exceed expenditures for most other domestic purposes (Bowe, 1980). Many of those policies reflect past political compromises concerning the meaning of disability that may be dysfunctional as the sociopolitical approach gains increased acceptance.

For instance, the absence of disability benefits in the Social Security Act of 1935 resulted from a deadlock over definitions. That impasse was broken by a Senate report equating disability with an inability to engage in "substantial gainful activity." This permitted creation of social welfare programs for disabled persons (Hahn, 1983). Because of this provision, individuals with disabilities often are encouraged to seek vocational rehabilitation after they have been officially labeled as "unemployable" by another government agency. Similarly, regulations of rehabilitation departments that restrict training to "entry-level" skills sometimes convey the message to disabled workers that they must "start all over again" after they have been compelled to assume the social, psychological, and economic costs of a disability.

Given such circumstances, explorations of the values and assumptions concerning disability that underlie the decision-making process could significantly help to clarify policy objectives and aid the development of appropriate administrative practices.

Such studies obviously would have significant practical implications for rehabilitation professionals. The findings of the research outlined above should be incorporated into the education and training of students entering all disability-related fields. That is one principal aim of the curriculum component of the Program in Disability and Society at the University of Southern California.

Approximately 5,000 USC undergraduate students are enrolled in majors that will lead them into disability-related professions or into occupations that have a significant impact on persons with disabilities and disability policies. These fields include architecture, communication arts and sciences (emphasis on communication disorders), gerontology, nursing, occupational therapy, pharmacology and nutrition, pharmacy, physical education, pre-med, pre-health, psychology, public administration, safety science, and urban and regional planning. More than 1,500 graduate students are enrolled in master's and doctoral programs in these fields, as well as in education, marriage and family therapy, and social work. In addition, the School of Medicine has an enrollment of 700 students.

The University of Southern California also has approximately 150 students with disabilities. Although this number is small as a proportion of the overall student population, it is high compared to other private institutions of higher education. Because of problems of expense and accessibility, most students with disabilities enroll in public colleges and universities. There is a major need to develop future leadership for the disability community in Southern California and the nation. A secondary goal of the Program in Disability and Society will be to encourage USC's students with disabilities to enroll in courses developed in the new curriculum.

USC's curriculum in Disability and Society is designed to supplement and enhance existing curricula in disability-related fields. The goal is to give students in those majors a broad social-science-based understanding of (1) the economic and social experience of people with disabilities as members of a nonethnic minority group and (2) public policy making regarding persons with disabilities. The first goal focuses upon the interaction between persons with disabilities and the social and built environment. It explores the common experience of people with disabilities rather than medical and physical differences based on diagnostic categories. It examines prescribed social roles and the attitudes and values of society that create those roles. The second goal considers not only the impact of public policies, but also the origins of those policies in social attitudes and cultural values. The new curriculum is intended in part to bridge the distance between professionals and the social reality of the lives of people with disabilities.

It is intended that the planned curriculum will include the following courses and course modules:

1. Political Science 333g, "Stigma and Society: Disability in America," will meet the general education requirement in American Public Life (courses that examine governmental and political processes and policy making). Students preparing for disability-related professions will be encouraged to take this course.
2. Political Science 556, "Physical Disability and the Politics of Rehabilitation," will be offered as a graduate seminar. Most of the students are expected to come from education, occupational therapy, public administration, safety science, and urban and regional planning. For example, doctoral students in education are required to take 12 units outside of the School of Education. Doctoral students emphasizing either Special Education or Educational Policy, Planning, and Administration will be offered an opportunity to take not only this seminar, but also directed research and independent readings emphasizing disability policy and education.
3. A new 100-level course will be created, tentatively titled "The Politics of Physical Differences." This course will be designed to meet the general education requirement in Empirical Approaches (the concepts and methods of the social sciences). It will consider the experience of disability, social values and attitudes regarding disability, and the socioeconomic and political status of persons with disabilities using social science-based research.
4. Thematic Option is a program of general education for advanced undergraduate students. A senior seminar on issues of disability will be developed for this program.
5. In the future, the program will also work with the Schools of Architecture, Medicine, and Social Work to develop teaching modules on disability issues in various introductory courses.

The literature indicates that information about disability is most effectively imparted in conjunction with contact experiences (Anastasiow, Everett, O'Shaughnessy, Eggleson, & Eklund, 1978; Anthony, 1972; Begab, 1970; Donaldson & Martinson, 1977; Hamalian & Ludwig, 1976; Wilson & Alcorn, 1969). In addition to the traditional methods of lecture and discussion, the courses will experiment with various other educational media, methods, and experiences, e.g., films and videotapes, disability simulation experiences, and fieldwork at the Western Center for Law and the Handicapped or at an independent living center.

The program will explore the potential for regional and national dissemination of course materials and educational strategies. Course lectures will be videotaped for dissemination.

The purpose of the Program in Disability and Society at the University of Southern California is to contribute to the necessary reconceptualization of disability as a social phenomenon. This goal will be pursued by two means, research and curriculum development. The research will employ the methods of the social sciences and humanities to explore the experience of disabled people, social attitudes and cultural values regarding disability, public laws and policies affecting disabled persons, and the relationship of these factors to one another. The curriculum will supplement and enhance the preparation of professionals in disability-related fields by incorporating the sociopolitical understanding of disability into that training. Another ultimate practical result will be to assist the important task of reorienting and reformulating public disability policy.

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Postsecondary Education for Disabled Students–Written Testimony

William Scales, *AHSSPPE Legislative Co-Chair, University of Maryland, College Park, MD*

The following is written testimony which was submitted by Dr. Scales on behalf of AHSSPPE to the Subcommittee on Select Education, Committee on Education and Labor, United States House of Representatives, on October 22, 1985. It is reprinted in its entirety for AHSSPPE readers.

INTRODUCTION

This adjunct to previously presented testimony is divided into four major sections: (1) a brief review of past federal involvement in programs/services for disabled students in higher education; (b) a description of the impact of Section 504 of the Rehabilitation Act of 1973 on educational opportunities for students with disabilities; (c) a review of the mission, goals, and activities of the only national professional organization for educators serving this student constituency; and (d) a philosophic and practical discussion of the issues and concerns for the future of this population, including specific recommendations for the areas in which congressional influence may have a positive impact on the development and expansion of services.

THE ROLE OF THE FEDERAL GOVERNMENT IN POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES

Federal support of postsecondary education for students with disabilities can be traced back to the 1860s and the establishment of Gallaudet College. Funding for this specialized facility for deaf students was granted on an annual ad-hoc basis until the 1950s, when the authorization legislation was amended to provide regular support. Aside from such early efforts to serve the hearing impaired population, federal support for handicapped students in higher education has been sporadic and limited until very recently.

In 1917, the Federal Board for Vocational Education was established under the Vocational Education Act. The following year, Massachusetts became the first state to enact a Vocational Rehabilitation Law, establishing an agency to carry out its mission. Other states followed this example, particularly in the years after World War I. Much of the rehabilitation emphasis was fostered by the implementation of P.L. 178 for veterans of the war. Such attention to rehabilitation of adults sometimes encompassed educational programming at the postsecondary level, although its emphasis tended to be related to direct preparation for work settings.

The years following World War II saw the establishment of the President's Committee on Employment of the Handicapped. While the major focus of this organization has traditionally been the world of work and the effective/efficient use of human resources, the Committee has always served in an advocacy role for a variety of disabled constituencies, including those individuals interested in pursuing postsecondary education.

The first programs established *specifically* for support of disabled students in higher education seem to have arisen during the mid-'40s at the University of California-Los Angeles (UCLA), the City University of New York (CUNY), the University of Michigan, and the University of Illinois. In the years that followed, individual schools established various types of support programs at schools with diverse demographic and geographic distribution. The programs ranged from mainstreamed education to homebound training, from programs for students with only one type of disability to programs for any student with a disability. Among these early programs (before 1959) were those at Wayne State University, Hofstra University, Hunter College, Boston University, Kansas State Teachers College (now Emporia State University), Southern Illinois University, University of Oklahoma, and Long Beach State College (now UC-Long Beach).

The year 1959 marked the establishment of a trial program at the University of Missouri, in Columbia, funded by the federal government through the Division of Vocational Rehabilitation. This was the first time that direct federal support was involved in programming for disabled students other than deaf students. This Research and Demonstration Grant included money for renovation (to eliminate architectural barriers) and support services for students with a wide variety of handicapping conditions. This was to be the precursor of an active decade of expanding federal involvement in postsecondary education for disabled students.

In 1961, the Vocational Rehabilitation Administration funded a Demonstration and Research grant at Kansas State Teachers College. The purpose of the project was to present models for accommodation procedures. The project included a thorough survey of more than 1000 institutions of higher education regarding their ability and willingness to serve disabled students; the study concluded that there were limited opportunities for such students available at that time. The Vocational Education Act of 1963, Section 110 (as amended in 1976) provided the opportunity for community colleges and vocational/technical institutes to receive support for "special needs" students in vocational/technical programs. In 1965, Syracuse University hosted a conference for educators in the State of New York titled "Academic Advancement of Disabled Students"; this conference was supported, in part, by Vocational Rehabilitation funds. The Higher Education Act of 1965, as amended by Title VIII, Section 802, provided federal financial assistance to higher education institutions to allow them to pay for work experiences for disabled students through cooperative education programs. The year 1968 saw the passage of P.L. 89-36 and the establishment of the National Technical Institute for the Deaf. During the '60s, both the National Science Foundation and the Fund for Improvement of Post-Secondary Education provided monies for model projects for the postsecondary education of students with disabilities.

Federal attention to postsecondary education for disabled students reached its peak with the passage of the Rehabilitation Act of 1973 and its accompanying 504 Regulations (more about the impact of 504 is offered below). In other arenas, the '70s saw an increase in the numbers and types of programs receiving federal support. In 1970, the Office of Special Programs for Students from Disadvantaged Backgrounds expanded their definition of "disadvantaged" to include physically handicapped students, thus opening the way for funding several Special Services for Disadvantaged Students (SSDS) projects specifically to serve disabled students. While handicapped students COULD be served in other SSDS projects, they were represented in very small numbers until the late '70s; today, it is estimated that more than 15,000 disabled students receive support services through such programs. This move to serve more physically handicapped students paralleled the passage of Section 504 and the mandate to serve engendered in these regulations. Prior to this active involvement from SSDS, the majority of direct support came from the Bureau of Education for the Handicapped. In 1975, the Bureau provided funding for 14 model postsecondary programs to serve disabled students. In 1977, the Bureau helped to fund a conference at Wright State University in Dayton, Ohio, entitled "Disabled Students on American Campuses: Services and the State of the Art." This meeting was the first attempt to bring together service providers on a national scale to discuss the problems and challenges of serving disabled students in higher education. From this meeting emerged the nucleus of the group of dedicated professionals who would become the Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE). This meeting was followed in 1978 with a second meeting at Wright State ("Change Strategies and Disabled Persons: Postsecondary Education and Beyond") and then a 1979 meeting co-sponsored with the State University of New York-Buffalo ("Workshops on Communication Networks That Promote Opportunities in Post-Secondary Education for the Handicapped").

Thus far, the federal government has continued its active involvement in promoting postsecondary opportunities for disabled students in the 1980s. The Office of Special Education and Rehabilitative Services has funded a number of Research/Demonstration Projects to assist in defining the needs of handicapped students as well as proposed strategies to meet these needs. In the past few years, several grant award programs have focused on "transition strategies," but few have had much benefit to service providers at the postsecondary level, or to their student constituencies; the difficulties engendered in these "transition" initiatives will be discussed under the heading of "Future Directions."

THE IMPACT OF SECTION 504 ON EDUCATIONAL OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

To understand the importance of the Rehabilitation Act of 1973 and its accompanying 504 Regulations, it is necessary to review the status of postsecondary opportunities for disabled students BEFORE the implementation of Section 504. Limiting of human potential through arbitrary decision making was the order of the day.

Students were routinely denied admission to programs because the admissions officers FELT they would be unable to perform successfully. The stereotypes and beliefs held by society at large, and often by college officials, determined if a disabled student was to enter a certain field. Examples of these stereotypes were numerous. Certainly, disabled people could not teach elementary or secondary school. How would they handle the children in a fire drill? Certainly, blind people could not be engineers or scientists. It was far too dangerous to have them near specialized equipment. Certainly, deaf people could not work in heavy industry. They could not hear the whistle blow. Not only were these stereotypes and beliefs the basis on which admission was judged, but when disabled students were denied entrance they had no legal recourse to fight for their inclusion.

In the days prior to the implementation of Section 504, one very prominent public university prohibited students who needed a personal care attendant from enrolling at the university, regardless of their academic ability. Private colleges and universities did not even have to bother considering disabled applicants.

While some disabled individuals DID receive an education during this era, they often saw their career goals and choice of institution limited to the few schools that were accessible, both physically and in terms of policy and attitude. Most disabled students were "counseled" into the behavioral sciences. As stated by one such consumer:

> As a disabled person who was educated during this time, I know how often my plans had to be modified and sometimes even abandoned because of lack of accessibility. I know how much of my energy I had to devote to figuring out how to get to class, how to use the library, how to do outside assignments, and how to research, seek out and try to use all available resources. I know that where help was available to remove some of these handicaps, it truly liberated my mind for learning. I also believe I could have achieved far more than I did if my energy had not had to be expended to constantly "fight the system." (Johns, 1984)

With the advent of Section 504 came protection for disabled students —a promise that their academic ability, and not their disability, would be the sole basis for participation in postsecondary education. While maintaining flexibility for the institution in how access was to be achieved, it guaranteed that all *programs* of those benefitting from federal assistance would be accessible to all qualified persons/students with disabilities.

The passage of Section 504 was the culmination of years of struggle, exemplified by strong advocacy efforts and ultimately peaceful civil disobedience. In its process, as well as its form, it was the disability civil rights movement's analogy to the previous efforts of other minority groups. In many ways, it paralleled the Black Civil Rights movement in the 1960s, with its eventual passage of the 1964 Civil Rights Act. Thus, Section 504 fittingly has become known as the "Civil Rights Act for the Disabled."

The wording of Section 504 is simple and brief, but profound in implication and impact:

> No otherwise qualified handicapped individual in the United States, ...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (Guide to Disability Civil Rights, 1980)

Through its adopted regulations, Section 504 provides civil rights protection for disabled persons in their dealings with any institution or agency that is a recipient of federal financial assistance. In terms of postsecondary education, this coverage extends to virtually *all* public colleges and universities as well as a very large number of private schools. The specific protections afforded to disabled students are lengthy and technical. Perhaps the overall impact can best be summed up by the concept of program accessibility to disabled students. Accessibility includes the elimination of policy barriers, the provision of auxiliary aids such as readers and interpreters, and the provision of equal educational services and programs to disabled and nondisabled students, as well as physical access to the campus. Under Section 504, access to a college or university education based on one's academic ability has become a right for disabled students, rather than a privilege dependent on the attitude of a particular person, department, or college administration. Since the implementation of the 504 Regulations in 1977, virtually every state in the nation has opened its public postsecondary institutions to students with disabilities. The freedom of choice now available for disabled students contrasts sharply with that of the 1960s and early 1970s, when pockets of accessible colleges existed. Now, thanks in great part to Section 504, we find that some of the most prestigious "ivy covered walls" have become accessible, in addition to many public institutions. The three examples listed below give a partial indication of the rapid increase in numbers of disabled students:

Ohio State University	1975/32 disabled students	1984/662 disabled students
San Diego City College	1979/216	1984/489
Stanford University	1979/6	1984/57

Despite these tremendous gains, we have a long way to go. Not all colleges serve all disability groups adequately. Policy and attitudinal barriers remain difficult to break down and keep down. Finding funding and stability for programs and services remains a critical need at many campuses.

The Grove City Decision of 1984 creates numerous stumbling blocks to the continued advancement of efforts to make college campuses accessible (physically and programmatically) to disabled students. A move to evaluate legal mandates to serve on a program-by-program basis, rather than on an institution-wide basis, may encourage colleges and universities to be less diligent in initiating/enforcing accessibility within their institutions. Thus far, observors seem to feel that there has not been any significant move to pull back from existing levels of access, but that little forward progress has been made in expanding opportunities since the Grove City decision was rendered. It would seem that the passage of some form of legislation aimed at resolving the perceived "gaps" in coverage is vital if the movement toward equal access to higher education is to continue to grow and flourish.

We must acknowledge that the full integration of persons with disabilities into our society will not always be easy or smooth. It will cost us in several ways. While there is a monetary cost associated with accessibility, previous evidence clearly indicates that such expenditures are amply repaid in increased employability (and thus, increased taxes) from those disabled students being educated. Also, the social change implied by full implementation of Section 504 will be "expensive" to the status quo, as it will challenge our previously held stereotypes, beliefs, and attitudes about the disabled. It is perhaps this cost to tradition which pushes some to seek to abandon efforts to guarantee integration of disabled persons so soon after they have finally been granted. We must argue that the expense in terms of dollars represents an investment in America and its principles, and that the expense to the social status quo in terms of violation of our attitudes and beliefs, and its resulting discomfort to the establishment, is merely a society experiencing "growing pains." These will pass with time!

THE ASSOCIATION ON HANDICAPPED STUDENT SERVICE PROGRAMS IN POST-SECONDARY EDUCATION

A discussion of higher education for disabled students would be incomplete were it not to include a review of the history of the only national organization specifically devoted to this very special, and specialized, student constituency. The following description of the purpose and goals of the Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE) may provide perspective on the scope and interests of this organization:

> The Association on Handicapped Student Service Programs in Post-Secondary Education is a nonprofit organization of persons from the United States, Canada and other countries committed to promoting the full participation of individuals with disabilities in college life.
>
> The Association was established to provide a vehicle to strengthen the professionalism, expertise, and competency of indi-

viduals who are vitally interested and involved in services for handicapped students by:

- Encouraging the development and expansion of a communication network for those persons professionally involved in programs for handicapped students; in addition to the Association's expanding publication series, this networking is enhanced through the activities of Special Interest Groups;
- Facilitating the collection and dissemination of information about postsecondary education and the handicapped student;
- Developing the capability to make timely and meaningful responses to issues and concerns affecting the educational resources and environment of handicapped students;
- Training personnel about the many avenues of support services necessary for the successful academic and social integration of handicapped students in postsecondary institutions;
- Exploring areas of qualifications of persons working with handicapped students on postsecondary campuses;
- Serving as a resource both to individuals currently providing support services to handicapped students as well as to other individuals and organizations interested in expanding/improving access for such students to higher education.

From a small group of concerned individuals who came together in 1975 to discuss strategies for program organization and student accommodation, AHSSPPE has grown to a current organization of more than 650 individuals from all 50 states, Canada, and a smattering of international representation. The group published its first newsletter, the *Alert*, in 1977, shortly before the first *national* conference for service providers at Wright State University. In 1978, one year after the Section 504 Regulations were finally enacted, AHSSPPE's constitution was adopted, its Articles of Incorporation were filed, and its first officers and committee chairs were appointed.

Since that time, AHSSPPE has grown significantly; a myriad of activities have helped to facilitate the Association's development and formation as the national organization dealing with disabled students in higher education. Among these varied activities are the 1979 National Symposium on the *Southeastern Community College v. Davis* case, the initiation of Job and Information Referral Services, and the development of a (still expanding) publication series covering all aspects of services to students with disabilities. Annual, national conferences have become a regular part of AHSSPPE's planning and have been held in Denver, Boston, Columbus, Oakland, Kansas City, and Atlanta in the past 6 years. Other milestones include the establishment of a quarterly publication, the *AHSSPPE Bulletin*, the filing of an amicus curiae brief in the *Camenisch v. the University of Texas* case, the hiring of an Executive Director, and the move from a totally volunteer organization to centralization of functions through an established National Office with a paid staff. In 1980, the Association began an active awards program to honor individuals who have provided service to the Association (the Ronald E. Blosser Dedicated Service Award), to the field of disabled student services (Professional Recognition Awards), and a small award program to honor outstanding disabled students in their efforts to further the cause of educational opportunities for students with disabilities.

AHSSPPE has applied for numerous federal grants and several private grants. Since 1982, AHSSPPE has been actively involved in providing training to service providers from projects sponsored by the U.S. Department of Education's Office of Student Services. More than 700 individuals will have received training from AHSSPPE concerning support to physically handicapped and learning disabled students before the end of the current fiscal year.

The phenomenal growth of AHSSPPE during the past 10 years seems to be directly proportional to the expansion of program availability and access nationwide. As more and more campuses recognize their mandate to serve disabled students, additional postsecondary personnel are shouldering the responsibilities involved in providing such services. The 650 + members of the association represent individuals at more than 450 institutions nationwide. This rapid growth attests to the validity of AHSSPPE's goals and the dedication of its membership.

FUTURE DIRECTIONS

The Relationship of P.L. 94-142 and Section 504

Public Law 94-142 provides educational access for handicapped students at the elementary and secondary levels. Section 504 assures equal access to education for handicapped students (primarily) at the postsecondary level. While the general intent is the same, the methods documented for providing such services are very different; traditionally, these differences have been responsible for confusion and concern in providing appropriate transition preparation for disabled students choosing to pursue a higher education.

P.L. 94-142 essentially guarantees that children and youth will receive a free, appropriate public education regardless of handicapping condition. Schools are responsible for the identification and diagnosis of children with special needs; following evaluation, the schools are responsible for providing any ancillary services (speech therapy, physical therapy, special educational instruction, etc.) necessary for the student to benefit from schooling. The "least restrictive alternative environment" referred to within the legislation permits educators to develop self-contained programming for students with certain handicaps so long as they are included in traditional programming to the largest extent which is educationally sound. Parents are, by regulation, included in the planning of every phase of their child's program and the law includes detailed procedures for assuring the rights of parents to serve as primary advocates for their children.

In contrast, Section 504 of the Rehabilitation Act of 1973 is generally considered to cover postsecondary education (in fact, Section 504 includes a Section on Elementary and Secondary Education which speaks to those students who are handicapped but not in need of special services —e.g., those needing only physical access in order to participate in educational programming. The regulatory functions of P.L. 94-142 are more detailed and generally supercede the general statements given in Section 504). Section 504 promises that programming available to nondisabled students will be available to disabled students, but does not demand the implementation of new programs or services for students with disabilities unless these services are of a supplementary nature and necessary to insure full participation in other "traditional" activities. Support services are to be available "for the asking," but the institution is under no obligation to seek out students who MAY be in need of special accommodation, nor is it responsible for providing accommodation unless it is requested by the student. Because those individuals protected under these provisions are assumed to be adults, there is NO discussion of parental involvement or parental rights.

These differences in the delivery of services to students at the secondary and postsecondary levels have become a major source of concern to educators from both types of institutions. Of particular concern to those in secondary school is the question of how best to prepare disabled students for the degree of independence necessary to be successful advocates for their own needs at the postsecondary level. Initiating requests for services is the responsibility of the schools under P.L. 94-142; it is the responsibility of the individual student under Section 504. This is a difficult adjustment for students who have never been asked to identify or articulate their own needs.

Of particular concern to educators at the postsecondary level are the numbers of disabled students receiving high school diplomas but not being prepared or encouraged to pursue a higher education. Most of the research that has been done to study the success of special education options has looked at the numbers of disabled students graduating from high school and going on to successful employment (often in vocational and/or technical settings). Seldom is there mention of transition to postsecondary education institutions. It would seem that disabled students are not often considered viable candidates for higher education. A recent report from the National Center for Educational Statistics indicates that roughly 53% of all high school graduates can be expected to pursue some form of postsecondary education upon graduation. The study divides students during their high school careers into groupings of "low," "median," and "high" performers, and indicates that even among the "low" performers, roughly 30% are likely to pursue higher education. Yet among the documents submitted to this committee in support of educational issues is a statement that "it is expected that at least 7% of today's special education students will need and want to pursue some form of postsecondary education or training upon leaving high school." This drastic drop in numbers of students expected to pursue a higher education is discouraging to those individuals who are convinced that many of these students have tremendous potential which remains untapped.

Recognizing that P.L. 94-142 promotes equal educational opportunity for disabled students in elementary and secondary school, and that Section 504 extends those opportunities into the postsecondary setting, it would appear that the biggest gap in current educational policy is in the area of promoting successful transition from one setting to the other. This imperative translates into several specific recommendations regarding the assignment of funds under the statutes being reviewed by this committee.

Recommendations

Section 625,(a)(1). Postsecondary Education Programs

This section includes authorization for funding the development and operation of "specially designed model programs" for "individuals with handicapping conditions other than deafness"; if these expenditures are to have direct impact on the education of the largest numbers of students, emphasis should be on programs which provide a blueprint for organization and delivery of support services which can be applied by service providers in a wide variety of campus settings. If education of handicapped students with their nonhandicapped peers is to be encouraged, students should have access to quality support services at large numbers of educational facilities, so that they have the same numerous OPTIONS in selecting a site for their educational pursuits as do their able-bodied peers. Specifically:

IT IS RECOMMENDED THAT special emphasis be given to model (demonstration) projects which are replicable in many settings; further,

IT IS RECOMMENDED THAT service providers be encouraged and assisted in performing regular and detailed evaluation of the effectiveness of programming.

Moreover, the proposed funding priorities in this section reflect a supposed need based on the numbers of students, and the types of disability represented among those numbers, at a point in time when these statutes were developed. Evidence indicates that these numbers may have altered considerably over the past 2 to 3 years. The postsecondary schools are experiencing an influx of students coming from expanded and improved secondary programs. Particularly in the area of learning disabled students, most service providers report huge increases in the numbers of students being served (as much as 200-300% increase is not unusual since 1980). These significant shifts in the make-up of the population to be served appear to warrant extra attention in the planning/preparation of programs and personnel. Specifically,

IT IS RECOMMENDED THAT special attention be given to the problems and issues involved in providing quality support services to learning disabled students in postsecondary education.

An additional concern in the area of postsecondary programming for handicapped students is the lack of reliable, comprehensive information on the currently available range and location of services. For example, a high-ranking official from the U.S. Department of Education recently was quoted as saying that there were 100 colleges in the country other than Gallaudet and the National Technical Institute for the Deaf which were providing support services for deaf students. Among the 450 institutions represented by the membership of the AHSSPPE alone, we can document MORE THAN 200 INSTITUTIONS providing support services to deaf students. A definitive demographic study of disabled students in higher education—from application to graduation—has yet to be attempted. While Section 626(a) speaks to such studies for the secondary school population of disabled students, this type of research has not been a stated priority in the area of Postsecondary Education Programs.

IT IS RECOMMENDED THAT demographic studies which provide information on the numbers, age levels, types of handicapping conditions and services required for disabled students involved in postsecondary education be established as a priority for effectively evaluating/improving the current level and type of services available.

Section 626.(a), Secondary Education and Transitional Services for Handicapped Youth

The types of programming assisted under this section are urgently needed to promote the successful culmination of student educational experiences in postsecondary settings; however, recent emphasis on programming in this area has been heavily weighted toward the transition to vocational placement and the world of work. While large numbers of disabled students are receiving better and more complete educational programming than ever before at the elementary and secondary level, the numbers of these students who are successfully finding their way into the postsecondary mainstream are alarmingly small. Better transition strategies must be pursued for the sizeable population of disabled students who are intellectually capable of pursuing a higher education; if the development of such strategies does not keep pace with the development of educational services available to students in secondary AND postsecondary settings, we will quickly find ourselves dealing with a large population of undereducated, and thus underemployed, individuals. Specifically,

IT IS RECOMMENDED THAT more emphasis be given to the possibilities of transition of academically capable disabled students from secondary to postsecondary education; and

IT IS RECOMMENDED THAT demographic studies regarding the numbers of students successfully making the transition to postsecondary education be a priority; further

IT IS RECOMMENDED THAT the results of such studies be used in comparison with the numbers of students presumably eligible for postsecondary education in order to determine HOW and WHY the bridge from one setting to the other is currently undeveloped or underutilized.

Section 633. Grants to Improve Recruitment of Educational Personnel and Dissemination of Information Concerning Educational Opportunities for the Handicapped

There is a vital need for active dissemination of information regarding the whole field of services to disabled students in higher education. The HEATH Resource Center provides a valuable service to consumers in dissemination of information regarding the nature and availability of services, but there has been little federal emphasis on providing information to professionals in the field on the organization and/or improvement of such services. The Division of Student Services HAS provided training restricted to the personnel in its service projects—which are national in scope. The availability of this training has been shadowed by a sharp rise in the NUMBERS of disabled students being served in these projects (from an estimated 8,000 in 1979 to more than 15,000 in 1984). It would appear that the ability and willingness of institutions to respond actively to the challenge of providing services to disabled students is linked to the size of their base of knowledge in how to approach the issues involved. Specifically,

IT IS RECOMMENDED THAT emphasis be placed on supporting and encouraging the widespread dissemination of technical assistance and information to professionals responsible for providing quality support services to disabled students in higher education.

Honorable Chairman and Committee Members, the membership of the Association on Handicapped Student Services in Post-Secondary Education, whose views I have represented herein, wish to thank you for the opportunity to share our thoughts and concerns with you. We hope that you will find these comments and recommendations useful in your deliberations.

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literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

"College and the Learning Disabled Student: A Guide to Program Selection, Development, and Implication" by Charles T. Mangrum II and Stephen S. Strichart. Grune and Stratton, Inc., 1984

Reviewed by Sam Goodin, Indiana University, Bloomington, Indiana.

The authors state in the preface that this book is about comprehensive programs for students with learning disabilities and that "colleges and universities interested in serving learning disabled students should do so by establishing comprehensive programs." A comprehensive program "is one that provides such services as differentiated testing for admission, remediation of basic skills, assistance in learning course content and counseling." Assuming the program serves 25 or more students, the staff needed will include "a full-time director, assistant director, psychoeducational diagnostician, a number of basic skills remediation specialists, subject area tutors and adjuncts." Staff and services are paid for through special fees ranging from a "few hundred to several thousand dollars per year."

Now I hear you say, "I don't have that kind of staff. Not every student with a learning disability needs all those support services and I'm not going to charge a fee for support services. Why should I read this book?" You should read it because, although your program may reflect a different philosophy, institutional character, and economic reality, the authors have created a handbook, based on research and interviews with experts, about how to best offer those services your program provides. Furthermore, in order to counsel learning disabled applicants, you must assess their needs and describe accurately and honestly the support services offered by your program and those offered by comprehensive programs.

ADMISSIONS

About admissions the authors write: "Saddler believes that GPA for learning disabled applicants is largely a function of the special education services provided by high schools. We suspect rank in class may have little relevance by the same logic." While I might not dismiss so quickly the relevance of high school performance, I agree with the authors' list of qualities to look for in a prospective student. These include: "thinking ability characteristics of college students ... an understanding of one's academic strengths and weaknesses; an understanding of how one learns; emotional maturity and stability; evidence of assertiveness in acting as one's own advocate."

ASSESSMENT

Mangrum and Strichart say, "There are several inherent difficulties in the diagnostic testing of learning disabled college students. There is an insufficient number of tests available with norms extending to college age. ... We found there was no one set of tests that can be described as the standard diagnostic test battery." Regarding informal assessment of social characteristics, one program director recommended seeing if the parents controlled the preadmission interview or allowed the student to conduct his or her own affairs.

ADVISEMENT

The authors give several reasons why students with learning disabilities need more careful advisement than non-learning disabled students. These reasons include:

> LD students have a tendency to enroll in courses which are too difficult. Once LD students find an instructor who understands learning disability they tend to take as many courses as possible from that instructor. They take the courses even though the courses do not fit into their program of study.
>
> LD students' self reports of what they are doing in courses often can not be trusted.
>
> LD students need to be encouraged and even sometimes directed to use appropriate services.

This is just a sampling of the program components covered in this book. It also addresses remediation, subject area tutoring, counseling services, and other relevant areas. It has a comprehensive bibliography and serves as a condensed reference manual for information about diagnostic tests, materials for providing remediation, and legislation. Finally, the book provides model forms which can be used to identify characteristics of an LD student, develop programming recommendations, evaluate LD programs, evaluate tutors and tutees, and develop individualized educational plans.

You may, as I did, disagree with some of the things the authors have to say, and you may not agree that the comprehensive model will be the only enduring model for service provision in the years to come. However, this is the first attempt I have seen to discuss at length and in detail support services for LD students, and it is a good attempt at that.

"Computer Wimp," by John Bear, TenSpeed Press, P.O. Box 7123, Berkeley, CA 94707, 1983.

Reviewed by Kay Lesh, University of Arizona, Tucson, AZ

This is a computer book for the rest of us ... those of us who are aware there is a computer revolution going on, want to enlist, but are just not sure how to go about it. *Computer Wimp* is written by an author who likes using a computer and recognizes that there are those of us who need some basic assistance in understanding how a computer could be helpful to us (and to the students we serve). The book is written in clear, readable fashion and uses gentle humor to make points and calm the fears of the reader.

Armed with *Computer Wimp*, the noninitiate should be able to understand ways in which a computer can be useful, considerations in selecting one for your individual needs, how to deal with computer sales people, and even how to get them to speak *your* language—not computerese. The author suggests that in dealing with sales people, the novice has several options when confronted with highly technical language. The most obvious, of course, is to leave and find a dealer who is willing to explain things in terms you understand. As a last resort, author Bear suggests handing the technobabbler a card which reads:

> I am a Computer Wimp. The reason I have handed you this card is because I have not understood one (1) thing you have said for the last five (5) minutes. I am going home to read some John McPhee, Kurt Vonnegut, or William Buckley to reassure myself that the English language is alive and well. If you have personnel capable of communicating in intelligible English, you can reach me at this number:

The point, which I believe is important for the novice to remember, is that it's okay to ask questions and to not be intimidated by initial feelings of inadequacy. This is an obvious point, but it is easy to lose sight of it when feeling overwhelmed by lack of knowledge. Those of us who function competently in other areas of our daily life, yet become quivering hulks when dealing with computers, can find hope in Bear's book.

Other sections of *Computer Wimp* cover topics which are helpful when buying a computer. Such areas as price and service considerations, warranties, financing a computer, problems with computers, repairs, buying used equipment, and where to get more information will all be helpful to the first time buyer and user.

This book is an excellent initiation to computers. It will lead you in a nonthreatening way through the mystifying world of technology. For the novice, *Computer Wimp* is a good first book and will encourage you to take the plunge into computer literacy.

upcoming meetings/conferences

CHARTING THE COURSE...
1986 National Conference
San Diego, California

The 1986 AHSSPPE Conference in San Diego is in the planning stages. A major planning meeting was held November 14, 1985, in conjunction with the AHSSPPE midyear Executive Council meeting. All AHSSPPE officers and some members of the Executive Council were able to join Sharon Bonney's Planning Committee at the conference site, the beautiful Sheraton Harbor Island East Hotel.

The Sheraton Harbor Island East is one of the best suited ever for an AHSSPPE conference. The hotel is located on Harbor Island. Each room has large plate glass windows and sliding doors which open out onto private balconies. The view from any direction is spectacular ... and completely different from day to night. Meeting, restaurant, and recreational facilities are all on one floor. The professionally designed conference area will facilitate our workshop-oriented conference and its concurrent sessions.

Progam planning for the conference is well underway. We are looking to have a number of programs related to our theme of "Charting the Course". We hope that the array of programs will help attendees collectively take a look at the effects of our changing political and legislative climate, legal issues, and affirmative action in higher education for disabled students. We want to address the problem of diminishing resources and explore subjects such as developing new resources and power through collective political influence.

Programs will address member interest in technology and students with disabilities, particularly focusing on adapted computer equipment. There will also be an array of professional development topics.

Another major area of planning is being headed up by immediate past-president Catherine Johns. Among other aspects of the conference, Catherine has assumed responsibility for developing comprehensive accessibility and flexibility for all participants. She has consulted with the AHSSPPE Special Interest Groups and the many excellent resources in the San Diego area.

Comprehensive services available to attendees will include interpreter services; TDD availability; tape, braille, and large-print programs; orientation; adapted transportation; equipment repair and loan; and a special services desk that will include limited personal assistance and adaptive equipment.

We will continue to keep you informed of AHSSPPE 1986 development in future *Bulletin* and *Alert* issues. Specific inquiries about the conference should be addressed to the AHSSPPE 1986 Planning Committee, c/o Sharon Bonney, Disabled Students' Program, University of California, 2515 Channing Way, Berkeley, CA 94720; (415) 642-0518 (voice and TDD).

OTHER MEETINGS OF INTEREST

March 12-15—Tenth Annual Conference of the National Association for Developmental Education. To be held in Chicago at the Chicago Hilton and Towers (formally the Conrad Hilton). Featured speakers include Mary Frances Berry, Paul Simon, and Samuel Betances. Presentations on critical thinking, mathematics, composition and writing skills, reading skills, assessment and placement, student retention, handicapped and disabled student services, teaching English to nonnative speakers, learning center administration, and integrating support services across the curriculum. Preconference workshops, March 12, on science anxiety, evaluation, mathematics instruction, and reading in the content area. Postconference workshop, March 15, on evaluating and selecting computer software. To register, contact: Sharon Silverman, Loyola University of Chicago, Counseling Center, 6525 N. Sheridan, Chicago, IL 60626, (312) 508-2740.

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Registration Fees:

AHSSPPE Members:
  Pre-registered $80.00
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Non-members
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Students $40.00

Conference Hotel - Sheraton Harbor Island

Single or Double Room	$90.00/night
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Watch your mail for more details

in the coming months.

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages. Feature articles submitted will be evaluated through blind review. An original and 4 copies should be furnished.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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AHSSPPE
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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The *Bulletin* seeks manuscripts relevant to the field of post-secondary accommodations to disabled students, including theory, practice, and innovative research. For manuscript instructions, see "Guidelines for Authors." The *Bulletin* also welcomes essays, letters, and contributions about resources, local and national events, etc. Send material to Kay Lesh, Editor, Disabled Student Services, Cherry and Second Street, University of Arizona, Tucson, AZ 85721; (602) 621-5183

AHSSPPE

Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education

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Advertising rates are available upon request from Special Press, P.O. Box 2524, Columbus, OH 43216-2524.

president's message

ADVOCACY

A recent trip to Washington, D.C., further convinced me of the tremendous amount of work that lies ahead of us in establishing a voice with the policy makers.

When one looks at all the competing voices wanting to be heard in D.C., it's rather daunting to try and add one more.

Problems

- Education-related issues are hardly in the ascendancy at this time.
- Postsecondary handicapped concerns receive very little attention and money, other than direct funding for special programs for deaf students (of which Galludet and NTID receive 90%), some grant programs, and indirect aid through TRIO programs.
- AHSSPPE, because of the diversity of needs and interests among our members as well as the disabled students we represent, does not have a singular voice or point of view.
- AHSSPPE has no full-time presence in Washington. Our legislative co-chairs are, like the rest of us, busy with full-time jobs.
- AHSSPPE members typically have not become involved with national policy issues. Unlike many of those "speaking for the disabled," most of our positions are not tied directly to federal allocation.

Notwithstanding these above problems, I believe it is imperative that we develop to a point that our voice may be heard at the appropriate times and places. Representing a membership that is in touch with a significant number of the disabled students in postsecondary institutions means that we should be the voice to both raise and respond to issues affecting these students. However, in the busy and often self-serving political arena, we are not going to be sought out. We must be proactive and alert to opportunities to provide testimony (see last *Bulletin*), write position papers, and be heard at every opportunity.

Specifically, we must:

- Use our 1987 conference site in D.C. for making contacts as well as educating and encouraging our members toward greater involvement.
- Build on the grass roots legislative effort recently initiated by AHSSPPE.

Please join in this effort.

CONFERENCE

Each conversation with our San Diego Conference Chairperson (Sharon Bonney) leads me to believe that an outstanding experience is in store for us. The facility (Sheraton Harbor Island Hotel), the general site (San Diego—"What a Zoo"), and the Mariachi Band would be well worth the trip. However, a maximum effort has been made by the committee to listen to membership's needs/desires to provide a balanced and outstanding content program. New and veteran alike should be most pleased. "You'll find it" at AHSSPPE '86.

Task Force

Ron Blosser has announced the members of his group: Vincent Chillemi, Dundalk Community College; Jean Fairbairn, SUNY-Binghamton; Catherine Johns, San Diego Community College; Ann Kerby, Concordia University; Kent Kloepping, University of Arizona; Judy Schuck, Minneapolis Community College; Patricia Yeager, Auraria Higher Education Center.

I'm asking AHSSPPE members to support this effort by responding to requests for input, speaking up at the open forum to be held at the conference, and in general helping our organization to become all that it might be.

Networking

From speaking to state meetings in Michigan and Massachusetts, I was again reminded what possibilities exist for learning and renewal. If your state or region has not organized or at least met, you may want to contact Sam Goodin (Special Concerns), who has many ideas and resources to help get the job done.

It is cold and gray as this is being written, but spring weather will be the order of the day when this *Bulletin* is read. Best of all will be the sun and warmth when we gather together this summer. I look forward to seeing many of you.

Richard Harris
Ball State University

association news

LONG-RANGE PLANNING TASK FORCE FOR AHSSPPE

This task force was created by the Executive Council and is charged with reviewing and evaluating AHSSPPE activities and goals, recommending possible future directions and goals, and identifying issues in our field that AHSSPPE needs to address. In short, we are assessing the health of our association and looking for means of maintaining vitality.

Our task force will be looking at a broad range of issues and concerns and future directions that our association might pursue. We will be using a number of means in approaching our work. Some of these approaches may include solicitation of ideas and issues from members, a paper-and-pencil survey to a random sample or all members, telephone interviews with a random sample of members and the executive council, one-on-one interviews with some San Diego conference attendees, and an open forum at the conference. Our goal is to submit a final report to the Executive Council by November 1, 1986.

We are now inviting AHSSPPE members to contact a task force member by phone or mail to present any issues and concerns, ideas and directions for the future, and priorities and goals. Members wishing to present ideas and concerns in this manner are requested to contact a task force member as soon as possible but no later than August 1, 1986.

Task Force:

Ron Blosser, Chair, Southern Illinois University, 618-453-5738
Vincent Chillemi, Dundalk Community College, 301-522-5762
Jean Fairbairn, SUNY-Binghamton, 607-777-2686
Catherine Johns, San Diego Community College, 619-584-6983 or 916-322-0900
Ann Kerby, Concordia University, 514-848-3501 or 3524
Kent Kloepping, University of Arizona, 602-621-5227
Judy Schuck, Minneapolis Community College, 612-341-7590
Patricia Yeager, Denver Commission on the Disabled, 303-575-3056

AHSSPPE/HEATH BOOKLET ENTHUSIASTICALLY RECEIVED

How to Choose a College: Guide for the Student with a Disability has received rave reviews from members and non-members alike. This joint publication of AHSSPPE and HEATH has been embraced by consumers and support service providers on both sides of the "transition gap" as a fine blueprint for the process of matching a given student with the postsecondary setting most appropriate for him/her. The State of Pennsylvania has requested multiple copies of the booklet so that each of their Vocational Rehabilitation counselors can have some on hand. The Law School Admission Council/Law School Admission Services currently is creating a booklet for their own constituents entitled *The Right Law School for You;* they have requested permission to quote several pages from our text directly in their guide. As a reminder, you can receive additional copies of the booklet free of charge by writing to the HEATH Resource Center, One Dupont Circle, Washington, DC 20036-1193. Our congratulations to the AHSSPPE members who participated in creating this valuable resource.

RESULTS BEING COMPILED FROM AHSSPPE'S JOB ANALYSIS SURVEY

Within the last few months, members of the Association were encouraged to participate in a Job Analysis Survey developed by AHSSPPE's Research and Development Committee under the direction of Bill Otis, Columbus Technical Institute. Bill is currently involved in compiling and processing the wealth of data received from the more than 350 individuals who responded to the survey. A complete analysis of the survey's findings will be made available to the membership in the coming months. Just a few facts to peak your interest: 69% of those responding were female, 31% were male; 8% of respondents were under 29 years of age, 24% were between 30 and 34 years old, 26.5% were 35-39 years old, 15.5% were 40-45 years old and 26.5% were over 45 years of age; approximately 84% of those responding had schooling beyond the BA/BS level. Watch for a full report of the survey's findings in future AHSSPPE publications.

1986 MEMBERSHIP DIRECTORY AVAILABLE

By the time you read this *Bulletin*, you should have received your copy of the *1986 AHSSPPE Membership Directory*. The *Directory* includes names, addresses and contact information for individuals in 46 states, the District of Columbia, five provinces in Canada, Guam, Puerto Rico, Australia, Israel and Kuwait. AHSSPPE is truly taking on a cosmopolitan appearance. Again this year, the member entries are cross-referenced by geographic location, institutional affiliation, and Special Interest Group involvement. An update of the *Directory* will be published in late summer containing information on those individuals who joined the Association after May 10.

HEATH

HEATH (Higher Education and the Handicapped) needs your help to expand our existing Campus Resource File to include current transition programs. The HEATH Resource Center is the National Clearinghouse on Postsecondary Education for Handicapped Individuals.

HEATH would appreciate any or all of the following information about your transition program:

- Abstract/brochure/publicity
- List of transition resource persons in your state
- Type of transition services provided and by whom
- Type of handicap
- Type of setting of transition program/services

The U.S. Department of Education has made it a national priority to improve the transition from school to working life for all individuals with disabilities. The transition period includes preparation in the secondary school, coordinated support efforts needed upon graduation, additional postsecondary education or adult services, and the initial years of employment.

Please mail transition information to Mona Hippolitus, HEATH Resource Center, 1 Dupont Circle, Suite 670, Washington, DC 20036-1193.

THE EXCEPTIONAL PARENT INVITES SUBMISSIONS FOR PUBLICATION

The Exceptional Parent magazine is a monthly publication serving families and professionals concerned for the education and welfare of children with disabilities. The September issue of the magazine is traditionally dedicated to educational issues. This year, the editors are interested in written contributions dealing with postsecondary educational opportunities for individuals with disabilities ... what happens to and for the disabled child when he/she grows up? If you are interested in submitting an article for this publication, contact Managing Editor Ellen Herman, 605 Commonwealth Avenue, Boston, MA 02215, (617) 536-8961, for more information about the format and content that would be appropriate for this audience.

THE ADULT SPECIAL EDUCATION NETWORK OF BRITISH COLUMBIA: HISTORY AND CURRENT STATUS

Gladys Loewen, Adult Special Education, Douglas College, P.O. Box 2503, New Westminster, B.C., Canada V3L 5B2

The International Year of the Disabled (1980) was a significant year for many people throughout the world. Awareness was raised, projects were initiated, and services became more accessible for people with disabilities. The Ministry of Education in British Columbia joined the action by issuing a policy statement on Adult Special Education.

The policy established several guidelines and responsibilities.

1. The education of adults with disabilities is an integral part of public education.
2. Public educational institutions will be encouraged to provide reasonable access to services and programs to adults with disabilities.
3. The Ministry, subject to funding approval by the Legislature, will develop guidelines, coordinate programs, and ensure development of curriculum resources.
4. The Ministry recognizes that programs and services for disabled adults require a differential level of financial support than other programs.
5. The Ministry will provide administrative and financial support to ensure that educational institutions have the capability to fulfill the responsibility to provide access to adults with disabilities.

With this statement, the Ministry of Education assumed a major role in promoting access for disabled adults to postsecondary institutions. While every human being has general rights in Canada, we do not use legislation to enforce behavior and attitude changes in the general public. Changes occur through awareness, pressure, and commitment. The Ministry of Education made a commitment and, in turn, requested the colleges to make a commitment as well.

The Ministry set out to fulfill its promise by creating a special initiative. All postsecondary institutions were encouraged to apply for funds through this initiative to establish services and programs for adults with disabilities. The colleges with established services for students with disabilities used the initiative to expand their services. By the fall of 1982, 14 of the 15 colleges had established a person or persons responsible for coordinating services. Several school districts with adult programs also began to develop support services and special programs. These new services and programs created new opportunities for disabled adults—a chance to continue their learning in settings with built-in support.

Each institution developed a unique set of courses and services based on the college's administrative structure and the needs of disabled adults in its community. Many colleges established coordinator positions to provide counselling, support services, and adaptations to classroom activities and to initiate new courses.

Some colleges focused on creating programs designed for specific groups of disabled adults. These special programs fit into four general categories:

1. Life skills education
2. Job awareness and preparation
3. Academic upgrading
4. Vocational training

These programs have been created or adapted for specific groups like adults with mental handicaps, hearing impairments, visual impairments, physical disabilities, or emotional handicaps.

Despite the creation of special programs, the emphasis has been on integrating adults with special needs into regular programs with extra support or adaptations. The goal has been to adapt the activities and find alternate ways for students with special needs to complete the course objectives rather than modifying the course or lowering the standards.

Through Ministry support, faculty, staff, and administrators working in the area of Adult Special Education have been able to meet several times each year for professional development activities. These meetings have focused on common concerns, sharing ideas and resources, and establishing a network of support. Because the field is so new and our numbers so few, having contact with others and support has become a necessity for survival, growth, and identity. Out of this need for support the Adult Special Education Network of B.C. was born.

The purposes of the association are:

1. To promote meaningful responses to issues and concerns affecting the educational resources and independence of disabled students;
2. To promote professionalism and expertise among individuals who are interested and involved in providing services to postsecondary students with special needs;
3. To develop and strengthen the communication network for those persons professionally involved in providing services and programs for disabled adults;
4. To provide standards and to encourage accountability of persons providing special services;
5. To promote delivery of services at the postsecondary level to allow full participation of individuals with disabilities.

The membership of the association includes those persons directly involved in the administration or provision of educational opportunities for adults with special needs.

This network is the link that provides an identity and common bond for its members throughout the province. The major activities have involved cosponsoring the annual Adult Special Education conference in spring and the professional development workshops that generally occur in fall and spring. A newsletter is another vehicle for linking members and providing information. With members spread throughout the province, it has been a useful way to find out what is happening at each college or school board, new programs and resources, and upcoming related events.

There is a special aspect to the ASE Association. The network has survived despite all the odds: distance, small numbers of potential members, budget cutbacks, and loss of designated Ministry funds. Old faces have disappeared as positions have been eliminated or changed; some new faces have surfaced. The challenge has been to keep up the spirit and momentum with the remaining founding members and instill that same spirit in new members. New energy is required to continue the growing process of a young association.

The network is in a state of transition at the present time. Members will need to decide on the future and the viability of the network. If members want and need the association, they will need to make a commitment to provide energy and leadership. While all of us want an active, effective organization, most of us have little time or energy to give to such a project. With budget cutbacks and increased enrollment of students with disabilities, our workloads seem overwhelming. Another special aspect of our membership is the commitment and dedication to our jobs and the students we serve, leaving little energy for association activities.

Because disabled people are generally undereducated and underemployed, they are a needy group to serve. As more support services become available, the number of students requiring special support increases. Each year more and more disabled adults decide to continue their education by accessing colleges. Since 1980, most colleges have doubled, even quadrupled the number of students with disabilities. These numbers tell the story of success from special grants, dedicated workers, community support, and accessible environments.

TRAINING GRANT ANNOUNCED

The University of Connecticut has received a U.S. Department of Education, Office of Special Education, doctoral training grant. The intent of the grant is to train leadership personnel for learning disability college programs. Major goals of the project are:

1. To provide a national database regarding the competencies needed in a training program for LD college leadership personnel
2. To develop a model doctoral training program for LD leadership personnel.
3. To train leadership personnel for LD college programs who are skilled in diagnosis, instruction, social development, and program planning

for LD adults and do consultation, program management, budgeting, and coordination in a higher education environment.

4. To have a national impact on LD college programs establishing special education as the primary intervention.

Graduate assistantships of approximately $7,600 per year to enable doctoral students to do direct service, research, technical assistance for other colleges and universities, and training regarding LD college programming are available. At the University of Connecticut, Graduate Assistantships are nontaxable and include medical benefits and tuition remission.

The University of Connecticut is seeking professionals with an interest in LD college programs who have experience as special educators, disabled student services personnel, school psychologists, or counselors. Graduate assistants can be candidates in special education, educational psychology, or higher education administration. For further information, contact:

Stan Shaw, Professor
The University of Connecticut
School of Education
Special Education Center
Box U-64, Room 227
249 Glenbrook Road
Storrs, CT 06268
(203) 486-4031

THE COMMITTEE TO PROMOTE WRITING IN DISABILITY STUDIES

The Committee to Promote Writing in Disability Studies has now completed its first project: a booklet entitled *A Readers'/Writers' Guide to Periodicals in the Disability Field.* This booklet, an exhaustive listing of the magazines in the field, is aimed primarily at the writer, since it furnishes information on subjects of interest to the magazines, length of time for response, amount paid per article, etc. But the *Guide* will also obviously be of interest to those readers who want to find their way around in a rapidly growing field. Limiting itself to popular (as opposed to professional, rehabilitation) magazines, the *Guide* seeks, on the one hand, to encourage writers to submit highly crafted, quality material, and on the other, to encourage the magazines to treat submitted material professionally and to make acceptable payment for work published. The *AADC NEWS,* publication of the American Association of Disability Communicators, calls this work a "must" in the field. Copies of the booklet are available from the Committee—at a cost of $10.00—by addressing your request to Professor Joseph L. Baird, Chairman, CPWDS, English Department, Kent State University, Kent, OH 44242.

legal and legislative news

by Paul A. Di Donato, Disability Rights Education and Defense Fund Inc., 1616 P Street NW, Suite 100, Washington, DC 20036.

THE IMPACT OF THE GROVE CITY COLLEGE DECISION ON SECTION 504 OF THE REHABILITATION ACT AND OTHER CIVIL RIGHTS LAWS

On February 28, 1984, the Supreme Court decided one of the most important civil rights cases of this decade: *Grove City v. Bell*, ___ U.S. ___, 104 S. Ct. 1211 (1984). This case dealt a serious blow to the causes of fairness, equal opportunity and civil rights for people with disabilities, women, members of minority groups and the elderly. The case itself dramatically narrowed the coverage of Title IX of the Education Amendments of 1972, which is the major federal law prohibiting discrimination again women in education programs. However, the impact of the Court's ruling goes beyond Title IX. Three other basic civil rights statutes share the controversial statutory language at issue in the *Grove City* decision, and, as a result, these laws were also disastrously affected by the Supreme Court decision. The three other civil rights statutes at issue are Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability; Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age.

Together these four laws ban discrimination in "programs or activities" receiving federal financial assistance. For many years this language was interpreted as Congress had intended, to prevent *all* parts of an institution from discriminating against disabled people, women, members of minority groups, and the elderly, *regardless* of which particular part of the institution received federal financial assistance. In the *Grove City* case, however, the Court held that Title IX is narrowly "program specific." Thus, only the individual program or activity receiving federal funds is covered by Title IX's prohibition against sex discrimination. Therefore, in the instance of Grove City College, the Supreme Court held that, since the only federal money reaching the college was in the form of student financial aid, only the college's financial aid office and programs were covered by Title IX—the rest of the college was free to discriminate against women.

A report prepared by the Disability Rights Education and Defense Fund, Inc. with special assistance from NAACP Legal Defense and Education Defense Fund and American Civil Liberties Union, Washington Office. February, 1986

Given the realities of federal funding, the practical effect of *Grove City* is that most institutions receiving federal financial assistance can now legally discriminate against individuals with impunity. In some cases, this can occur because, as noted above, the unit or subdivision of an institution or entity responsible for the discrimination is not in direct receipt of federal monies. Hence, according to *Grove City*, they are not covered by the civil rights statutes in question. In other cases, discrimination can flourish with no redress because the Government is unable to meet the standard *Grove City* sets out in order for an agency to establish jurisdiction in a case, namely that federal money flowed to the "program or activity" from which the discrimination originated.

In reality, tracing federal funds, and separating those funds from state, local, and private sources, depends upon the recipients maintaining records which reflect such specificity. Unfortunately, such records rarely exist. Thus, before the *Grove City* decision, the presence of federal funds was determined by the recipient's ability to demonstrate that the federal funds were not intermingled with other funds, and were segregated for specific purposes. Because most recipients found that segregating such funds was impractical, and that separating the identity of one dollar from another was useless for administrative purposes, the Government could establish jurisdiction based on the recipient's use of federal funds for the general support of their operations. Recipients still use federal funds in this way. However, the *Grove City* decision has shifted the burden of identifying the federal funds to the Government. Therefore, the Government must now prove what it cannot prove, in most cases, because the test is inapplicable to funding and bookkeeping practices.

The impossible nature of this task is highlighted by the fact that the *Grove City* result reversed years of enforcement practice conducted by both Republican and Democratic administrations alike. Title IX regulations issued by the Department of Health, Education and Welfare (HEW) after Title IX's passage explicitly incorporated the "institution-wide approach" to this coverage issue.[1] Similarly, longstanding Title VI regulations interpreted that statute as far-reaching in its scope without limitation to the specific program or activities that are directly funded with federal monies.[2] The same interpretation served as an operating principle for Section 504 enforcement as well.[3] None of this is surprising since no administration that is serious about enforcement of broad civil rights protections would limit these laws in the way *Grove City* does, nor render their effective enforcement as impossible as the court's result makes it. Judicial interpretations on this issue before *Grove City* were also consistent with these policy directives. Although the federal courts were not unanimous on this issue before *Grove City*, most courts had held that receipt of federal monies by a unit or division of an institution resulted in institution-wide coverage for the purpose of these civil rights laws.[4]

The material impact of these decisions on the civil rights of many individuals and groups has already been felt, and the prospects for the future are bleak. Our Government is once again legally in the business of subsidizing discrimination with our tax dollars. This situation is especially disastrous for disabled Americans, given the fact that Section 504 is one of the few tools, and in many cases the only tool, available to disabled people to fight discrimination. Every area of Section 504 coverage, from education to employment, is now drastically limited. Basically, any recipient of federal financial assistance can shield itself from Section 504 coverage by directing federal assistance to some programs and not others. In many other cases, no such action is necessary, since, as noted above, the *Grove City* decision results in the bulk of a recipient's institution or enterprise being exempt from Section 504 coverage in the first place. In short, after *Grove City*, Section 504's goal of eradicating widespread discrimination on the basis of disability is largely defeated.

The Civil Rights Restoration Act of 1985 (H.R. 700/S.431), is a piece of federal legislation designed to return Section 504 and these other civil rights statutes to their pre-*Grove City* strength. A coalition of disability, minority, women's and age groups acting through the Leadership Conference on Civil Rights has been working diligently to pass this legislation. Unfortunately, the legislation is being stalled in the House of Representatives by its opponents, who insist on clouding the issues by attaching irrelevant and unnecessary anti-abortion amendments to the bill. This strategy is an easy way for opponents of civil rights for disabled people and others to hide their true intent—the gutting of the civil rights structure that has taken 20 years to build. If this or any other stalling tactic is allowed to succeed, the idea behind the Restoration Act—simple justice—will be denied for many Americans.

While this bill sits in Congress, the courts and administrative agencies charged with enforcement of these crucial civil rights laws continue to apply the *Grove City* logic and result in case after case. The descriptions of the substantive and procedural havoc caused by *Grove City* that follow are an attempt to briefly sketch some of the specific ways in which *Grove City* has resulted in the denial of simple justice. As these cases demonstrate, America still has some unfinished business in the civil rights field.

THE IMPACT OF GROVE CITY ON ADMINISTRATIVE ENFORCEMENT OF SECTION 504 AND OTHER CIVIL RIGHTS LAWS

The Office for Civil Rights in the Department of Education (OCR/ED) and its counterpart in the Department of Health and Human Services (OCR/HHS) are two of the agencies primarily responsible for enforcement of the civil rights laws narrowed by *Grove City*, and therefore examples of the effect of the Supreme Court's decision from these agencies are illustrative of the general crisis *Grove City* has caused. Each of these agencies executes its administrative enforcement duty through the investigation of citizen's complaints, periodic compliance reviews, corrective action agreements (where a violation has been found), and monitoring of these agreements. If voluntary compliance is not achieved, the agency may refer cases to an Administrative Law Judge (ALJ) for a hearing. This hearing is the first step in the process which can lead to termination of federal financial assistance if discrimination is proven. The decision of the ALJ can be reviewed by the Civil Rights Reviewing Authority of each agency. Agencies also have the option of referring matters to the Department of Justice for a possible lawsuit.

The negative impact of *Grove City* can be seen in the OCR's of both of these agencies at every level of the enforcement process described above. In fact, the Department of Education has embraced the Court ruling with such vigor that a lawsuit has been filed against them alleging incorrect, inconsistent, and overly restrictive interpretations of *Grove City*.[5] For example, dozens of cases have been closed by these agencies based on *Grove City*. Over twenty of these cases were Section 504 cases and most of these involved allegations of employment discrimination. In fact, the impact of *Grove City* on disabled persons' protection against employment discrimination is particularly severe. Section 504 is the *only* federal law prohibiting employment discrimination against otherwise qualified disabled persons. Since the Supreme Court decision, this protection has evaporated. Closure of Title IX cases has been even more severe than closure of Section 504 cases, and all of these statistics are merely fractional representations of the number of cases that have been closed in all of the federal agencies and will be closed in the future due to *Grove City*.

A crucial yet overlooked problem is the fact that many more cases have been delayed or suspended due to *Grove City*. Following the Supreme Court's decision, OCR/ED and OCR/HHS suspended a tremendous number of investigations and cases in order to review agency jurisdiction in light of *Grove City*. Many of these suspensions affected cases that had already been within the OCR process for years. This burdensome review has been made more complex and lengthy due to the fact that many regional OCR offices have sent the more difficult cases to their national offices for a determination of the *Grove City* jurisdictional issue. Defendants and potential defendants in these cases have taken full advantage of the situation and many consistently and adamantly raise *Grove City* as an absolute defense to the allegation in question and *they even use the decision to protest further investigation by OCR*. These tactics and resulting requests to OCRs to "justify" their jurisdiction in light of *Grove City* have compounded delays in investigation and enforcement proceedings with the result that justice delayed is truly become justice denied.

OCR/HHS cases involving hospitals are a good example of this very problem. In more than ten cases, hospitals have raised the *Grove City* decision as a defense. All of these cases involve allegations of employment discrimination brought by disabled employees. Much like schools, hospitals argue that the section of the hospital in which the complainant worked (e.g., the medical records center or the laundry), receives no federal funds and thus is not covered by Section 504. Though investigations have proceeded in many of these cases, hospitals have caused serious delays and also continue to preserve the option of pressing the jurisdictional issue should they be found in violation of Section 504.

Delays and losses of otherwise compelling cases have also begun to take place at the administrative hearing level. By April 1985, for example, 12 cases in which the *Grove City* decision was used as a jurisdictional defense, had been referred by OCR/ED to administrative law judges. In all of these cases, four of which were Section 504 cases, the OCR established a violation of law and was unable to obtain voluntary compliance. There have been decisions in at least two of these cases. In one case involving a joint Section 504 and Title IX complaint, OCR initially found that the school board failed to renew the contract of a disabled teacher because of her disability, and used an employment application which improperly inquired into the applicant's health, physical "defects" and marital status. The District received federal funds in the form of Impact Aid, which OCR found sufficient to make the school's employment decision subject to the Civil Rights laws. Nonetheless, the judge interpreted *Grove City* to require the opposite conclusion. He stated that OCR did not have jurisdiction to bring or maintain the action because the teacher was not employed in a "program or activity receiving federal funds." (see, *In the Matter of Lauderdale County School District,* Docket No. 84-504/IX-8, April 23, 1985).

In another case, OCR/ED conducted a compliance review of a public school system, determined that the tracking system used by the County was discriminatory and moved for an order to terminate funding, after being unable to obtain voluntary compliance from the school board. The administrative law judge denied the order, but not because he had examined and disagreed with the Department's conclusions as to discrimination. Rather, he interpreted *Grove City* to require proof that the federal funds were spent specifically on the tracking system, and not simply to support the school system generally. (See, *In the Matter of Mecklenberg County Public Schools,* No. 84-VI-2, Slip Op. June 2, 1985) (Title VI).

At every level, this alarming situation is repeating itself. Even those cases in which OCR asserted jurisdiction despite *Grove City* and won at the administrative hearing level seem to be in danger at the Civil Rights Reviewing Authority level. *In The Matter of Pickens County School District,* Docket No. 84-IX-11, October 25, 1985, is the first interpretation of *Grove City* by a Reviewing Authority. In *Pickens County,* the Reviewing Authority held that "if the physical education classes are receiving federal financial assistance, the department would have authority to terminate [Chapter 2] funds." However, the Reviewing Authority found that the OCR did not meet its burden of establishing the fact that the physical education classes are a program or part of a program receiving federal financial assistance. The Reviewing Authority rejected OCR's contention that Chapter 2 funds are unearmarked aid, holding that "consolidation did not destroy the separate identity of these programs. Each of the programs earmarks funds for a particular program." The Reviewing Authority (ED) dismissed the enforcement proceeding against Pickens County. The disastrous impact of this decision has been compounded by the fact that OCR/ED's Assistant Secretary Singleton has decided to follow *Pickens* and use it as a guide for national

OCR/ED policy. (Four other Section 504 cases are currently pending before the Reviewing Authority of the Department of Education.)

This description of the present situation with regard to the impact of *Grove City* on administrative enforcement is merely a static overview. The effects of *Grove City* up to this point are only a small sample of the larger problems that are looming. As time passes, more complaints will be limited, closed or never filed due to the *Grove City* decision and its chilling effect. For example, the effect on OCR-initiated compliance reviews is only beginning to be felt as OCR/ED and other OCR's narrow their investigations to "programs or activities" in whose budgets OCR can identify federal dollars and thus be certain of their jurisdiction. Ultimately, this type of policy decision is as damaging as the many cases closed and lost due to *Grove City*.

DESCRIPTIONS OF DEPARTMENT OF EDUCATION/OCR COMPLAINTS CLOSED DUE TO GROVE CITY

The many injustices caused by the *Grove City* decision and its enforcement by agencies and the courts cannot be adequately conveyed by simply quoting the number of complaints closed, delayed, denied or never investigated, due to this decision. Though it would be impossible to describe the facts in all of the cases negatively affected by *Grove City* in a brief article, it is worthwhile to provide summaries of some of the 504 cases closed by one agency, the Department of Education. Whether the case in question was closed because the specific unit in question was not in receipt of federal funds or because OCR found it impossible to satisfy *Grove City's* standard with regard to tracking federal monies to the alleged discrimination in question, the results are uniformly unjust. The specific facts of these cases speak louder than general descriptions can about the unfair nature and devastating impact of the *Grove City* decision on disabled Americans.

Docket No. **Respondent**

01-84-4006 Massachusetts Department of Youth Services

Mr. X claimed he was discriminated against by the Massachusetts Department of Youth Services on the basis of his handicap status. Mr. X alleged that although he passed the exam for "supervising group worker" and was ranked first on the list for such a position, he was not given a supervisory position with reasonable accommodation for his disability. In a May 9, 1984, letter to the complainant, OCR/ED stated that the complaint did "not appear to involve an ED funded program or activity." Though the Department of Youth Services receives federal funds through the Chapter 1 program, these programs are supervised by private vendors or the Mass. Bureau of Institutional schools. As a result, the Department of Youth Service's custodial program where complainant applied for the position was deemed not to be in receipt of federal funds.

03-84-2040 **University of Charleston**

Mr. X, a maintenance worker at the University of Charleston in West Virginia, filed a complaint with OCR/ED alleging employment discrimination based on disability. The University's lawyers told OCR that it received no federal funds for maintenance and therefore OCR had no authority to investigate. Since 1979 the University of Charleston has received approximately $3,376,182 in federal funds from the Department of Education, including $472,940 in federal student aid in the 1983–84 school year. OCR put this complaint on "policy hold" because it could not link the allegation of discrimination to a specific, federally funded program.

03-85-2014 **School of Dental Medicine, University of Pennsylvania**

Ms. X alleged that the School of Dental Medicine discriminated against her on the basis of sex and handicap when it dismissed her from the program. Specifically, she claimed that the school had not provided reasonable accommodation for her visual disability so that she could perform her work adequately. Complainant originally filed her complaint with HHS, which found that they did not have jurisdiction since they provided the Dental School with no money. HHS referred the matter to ED. Though OCR/ED found that the University of Pennsylvania received a great deal of federal money from ED, they claimed to lack jurisdiction on the basis that the Dental School does not specifically receive money from ED. It is also notable that in the course of its investigation, ED discovered that the Dental School did receive funds from HHS and referred the case back to HHS where it had been originally.

04-77-0042 **DeKalb Community College**

In 1977, Mr. X filed a complaint against DeKalb Community College with ED and the Office of Federal Contract Compliance Program (OFFCP) alleging that the institution failed to renew his teaching contract for the 1977–78 academic year because of his epileptic seizures, in violation of Section 504. Since the initial complaint was filed with OFFCP, ED deferred its investigation to them. In May of 1983, OFFCP found that while the complaint was valid, they lacked jurisdiction. In May 1984, OCR/ED informed the complainant that because of *Grove City*, OCR/ED also lacked jurisdiction. OCR/ED established that the school received federal money through ED in the form of student financial aid, but they could not determine that the monies were used in the department where Mr. X was employed.

07-82-1017 **Central Midwestern Regional Educational Laboratory, Inc. (CEMREL)**

Parents X and Y filed a complaint against CEMREL alleging that the Child Center of Our Lady of Grace (CC) discriminated against their disabled child by failing to provide her and other disabled children a free appropriate public education, and also by retaliating against the child after the complaint was brought. Through OCR/ED found that CC did receive federal monies in the form of Title VI-B grants, they informed the parents that the *Grove City* decision rendered those funds irrelevant in terms of triggering 504 coverage for CC in general.

07-85-4015 Menninger Foundation

Ms. X. filed a complaint with OCR/ED in 1985 alleging discrimination on the basis of handicap against the Menninger Foundation, Topeka, Kansas. Specifically, she stated that she enrolled in a Biofeedback Workshop offered by the Voluntary Controls Program at the Menninger Foundation, but the facilities were not accessible to mobility-impaired individuals. OCR/ED found that while the Foundation received federal monies from ED, it concluded, pursuant to *Grove City*, that neither the Voluntary Controls Program nor the Biofeedback Workshop was part of the funded program. OCR/ED closed this case.

09-83-4003 Arizona Department of Corrections

Mr. X filed a complaint against the Arizona Correctional Training Center alleging he was fired from his job on the basis of his handicap. ED found that the Department of Corrections, which operates the Correctional Training Center, received federal financial assistance from ED through the Arizona Department of Education. The Department of Corrections not only received approximately $500,000 a year under Title VI, Part B of the Education of the Handicapped Act, but also received federal vocational education funds during the period of the complaint. Despite these findings, OCR/ED held that there was no jurisdiction since the complainant was not employed in, nor had any substantial contact with, any of the specific educational programs which received the federal funds. ED referred the case to the Department of Justice which closed it for lack of jurisdiction.

09-84-4013 County of Plumas, Local Agency Formation Commission and Plumas County Planning Department (LAFC & PCPD)

In March 1984, Ms. X filed a complaint against LAFC & PCPD, alleging discrimination on the basis of handicap and sex in her termination as a Commission clerk in 1983. She reapplied for the position when announced, but was not selected. OCR/ED's March 1984 letter to Ms. X stated that although ED monies went through the Office of the Plumas County Superintendent of Schools, no monies went to her particular office, hence no jurisdiction existed.

15-85-4002 Michigan Department of Corrections

Mr. X alleged that the Department of Corrections denied him employment as a parole/probation agent because of the fact that he was blind. OCR/ED closed the case without ever investigating it. OCR/ED found that while the Department of Corections received ED monies, the Bureau of Field Services, which employs parole/probation officers, did not receive ED monies directly.

THE COURTS AND SECTION 504 AFTER GROVE CITY

Though the balance of the damage caused by the *Grove City* decision has taken place in the area of administrative enforcement of Section 504, or lack thereof, the courts have also begun to incorporate *Grove City's* restrictive interpretation of "program or activity receiving federal financial assistance" into Section 504 cases as well as Title IX, Title VI and Age Discrimination Act cases.

In *Jacobson v. Delta Airlines, Inc.*, 742 F.2d 1202 (9th Cir. 1984), the court held that the airline did receive federal financial assistance in the form of subsidies for small community service, but the receipt of such payments only subjected the small community service program—not the entire airline—to the civil rights laws. Since the alleged discrimination against plaintiff did not take place in connection with this program, Section 504 was found to be inapplicable and the case was dismissed. As a result, Delta's practice of requiring disabled persons to sign "medical release forms" acknowledging that they may be removed from a flight at any point for specified reasons, was allowed to stand. This result occurred despite the fact that the court found Delta's practice to be otherwise unreasonable under substantive Section 504 law, and despite the fact that Delta received considerable and varied types of federal financial assistance of both a direct and indirect nature.

Price v. Johns Hopkins University, et al. Bench Opinion, Civil Number HM83-4286 (D.C. Maryland 1985), involved a blind philosophy professor who was denied access to an adequate number of college work study readers by the University and was forced to pay for necessary extra readers from his own funds. Price asserted that the relevant "program or activity" for Section 504 purposes was the entire university. Citing *Grove City* and *Jacobson*, the court ruled that a program-specific approach was in order, and thus the case must be limited to the work study program only.

U.S. v. Baylor University Medical Center, 736 F.2d 1039 (5th Cir. 1984), *cert denied*, ____ U.S. ____ 105 S. Ct. 958 is an example of the complicated types of problems a *Grove City* analysis can cause even when the final decision results in civil rights coverage. Though the Medical Center received millions of dollars in federal Medicare funds alone, the Center refused to allow HHS to conduct an investigation into a Section 504 complaint on the theory that no program or activity in question received federal financial assistance. The Fifth Circuit held that Medicare and Medicaid are such assistance, and that inpatient and emergency room services were a program or activity that received these funds. As a result, the court held that HHS could demand records from these parts of the Center and conduct an investigation.

The delay caused by the Medical Center's claims prolonged the suit tremendously. Moreover, after *Grove City*, it is unclear how the *Baylor* court would deal with an HHS request to investigate the entire hospital, as opposed to the inpatient and emergency rooms only. This scenario is now very possible despite the fact that the Medical Center and many other facilities like it receive millions of dollars from federal programs, many of which are specifically designed to assure that the elderly and disabled people can secure necessary medical services.

In *Greater Los Angeles Council of Deafness, Inc. v. Zolin*, 6076 F. Supp. 175 (D.C. Cal. 1984), deaf jurors complained that the Superior Court did not provide sign language interpreters. They showed that the Superior Court received federal financing for 1980-81 and 1981-82. The court denied the claim, holding that plaintiffs had to show *present* or *future* funding.

Paralyzed Veterans of America v. C.A.B., 752 F.2d 694 (D.C. Cir. 1985), is an important case related to the issues addressed by *Grove City*, and the Supreme Court recently granted certiorari in the case. The Circuit Court held that Congress, by their funding of airports and provision of the federal air traffic controllers' system, intended to provide financial assistance to the program or activity of "commercial air transportation." Therefore, the court reasoned that the transporting of passengers in airplanes, as part of that program or activity, was covered by federal civil rights laws.

In the case before the Circuit Court and in its petition before the Supreme Court requesting review of the lower court decision, the Government has argued that *Grove City* cannot allow such a result. If the Government position prevails, an odd situation would exist in which disabled people would be protected against discrimination in the form of denial of use of ground facilities at an airport, but would not be protected by Section 504 once at the door of the plane. Three judges on the Circuit Court agreed with this point of view and thus demonstrated that the full judicial impact of *Grove City* on specific Section 504 cases and other civil rights cases is yet to come.

NOTES

1. 40 Fed. Reg. 24128 (1975).
2. 45 C.F.R. §293 *et seq.*
3. 45 C.F.R. §84 *et seq.*
4. See *United States v. Jefferson County Board of Education*, 372 F.2d 836 (1966), *cert denied sub nom; Bossier Parish School Board v. Lemmon*, 370 F.2d 847 (1967), *cert denied*, 388 U.S. 911; *Caddo Parish Board of Education v. United States*, 389 U.S. 840 (1967); *Board of Public Instruction v. Finch*, 414 F.2d 1068 (1969); *Lau v. Nichols*, 414 U.S. 563 (1964); *United States v. El Camino Community College District*, 545 F. Supp. 825 (C.D. Cal. 1978); *aff'd*, 600 F.2d 1258 (9th Cir. 1979), *cert denied*, 444 U.S. 1013 (1980); *Flanagan v. President and Directors of Georgeton Coll.*, 417 F. Supp. 377 (D.D.C. 1976); *Bob Jones University v. Johnson*, 396 F. Supp. 597 (D.S.C. 1974), *aff'd*, 829 F.2d 514 (4th Cir. 1975); *Yakin v. University of Illinois*, 508 F. Supp. 848 (N.D. Ill. 1981) (all Title VI cases). See also *Wolff v. Southern Colonie School Dist.*, 534 F. Supp. 758 (N.D.N.Y. 1982); *Poole v. South Plainfield Board of Education*, 490 F. Supp. 948 (D.N.J. 1980); *Wright v. Columbia Univ.*, 520 F. Supp. 789 (E.D. Pa. 1981); *Garrity v. Gallen*, 522 F. Supp. 171 (D.N.H. 1981); *United States v. Baylor University Medical Center*, 736 F.2d 1039 (5th Cir. 1984) (all Section 504 cases). See also *Hillsdale College v. Department of Health,*

Education and Welfare, 696 F.2d 418 (6th Cir. 1982); *Haffer v. Temple University*, 524 F. Supp. 531 (E.D. Pa. 1981), *aff'd*, 688 F.2d 14 (3d Cir. 1982); *Cannon v. University of Chicago*, 441 U.S. 703 (all Title IX cases).

5. Several organizations and two individuals have commenced a lawsuit against the Department of Education and certain officials challenging their actions in implementing the *Grove City College* decision. The organizations are: American Association of University Women, National Education Association, United States Student Association, and Women's Equity Action League. *American Association of University Women v. Department of Education*, No. 84-1881 (D.D.C. filed June 19, 1984). The plaintiffs commenced this action under the Administrative Procedure Act, alleging that the defendants had ceased or limited enforcement activities in Title IX cases on the basis of incorrect and inconsistent interpretations of the *Grove City College* decision and inadequate information about federal financial assistance provided to educational institutions. In this lawsuit, the plaintiffs charge that the Department has not articulated adequate policies or regulations implementing the Supreme Court's decision.

upcoming meetings/conferences

CHARTING THE COURSE...DIRECTIONS IN HIGHER EDUCATION FOR DISABLED STUDENTS

July 23-26, 1986

The program for AHSSPPE '86 has been set, and registration materials will soon be mailed to AHSSPPE members (expect them in April). Program Chair Susan O'Hara and her committee selected a top-notch array of presentations from the greatest number of proposals ever received for an AHSSPPE conference. Program selection emphasized quality, appropriateness for "seasoned" professionals, and response to member requests. The length of presentations will vary according to the subject matter and objectives of each. A few in-depth workshops will be 3 hours long.

There will be coordinated "topic strands"—daily series of presentations—on serving students who have vision limitations, students who are deaf, students with hearing impairments, and students with learning disabilities. One 3-hour session, frequently requested by AHSSPPE members, will be about learning disabilities testing (including "soft sign") and diagnosis. Other areas of member interest are being emphasized...computer technology, travel, program marketing and fund raising, contemporary legislative and political issues (as well as how to get involved!), and campus awareness.

AHSSPPE '86 PROGRAM HIGHLIGHTS

PLENARY SESSION: *W. Bradford Reynolds,* "Civil Rights and the Disabled Population"

As Assistant Attorney General and Chief of the U.S. Office of Civil Rights, William "Brad" Reynolds directs the Reagan administration's activities concerning the U.S. Supreme Court's *Grove City College* decision and the pending Restoration of Civil Rights Act. After presenting his views on civil rights and related issues, Mr. Reynolds will respond to moderated questions of an AHSSPPE panel. Open to the general public.

KEYNOTE ADDRESS: *Bree Walker,* "Images of Disabled People in the Media"

Bree Walker is the popular anchor of San Diego's KGO-TV. Winner of the California Media Access Award for Individual Achievement...for generating public exposure and positive awareness of people with disabilities. Ms. Walker will intersperse personal perspectives with film and video clips depicting positive images of disability.

PRE-CONFERENCE WORKSHOPS:

"Social Security Work Incentives: Transition to Employment"

"Specialized Computer Equipment for Blind Students"

"Situational Leadership"

"Practical Tips on Fund Development"

"Services for Learning Disabled Students: An Overview for the Newcomer"

"A Short Course on Disabled Student Services"

Adapted Water-Ski Seminar

TRAVEL ARRANGEMENTS: AHSSPPE has contracted MICA, Inc., to coordinate travel. They guarantee *35% or more* off regular coach fares on PSA and American Airlines. MICA *will notify you* if lower prices become available on PSA or American!

To make reservations, call toll-free *1-800-433-1790;* mention AHSSPPE and the AHSSPPE '86 Star File Number, *91518.*

For free-mileage National Car Rental conference rates, call *1-800-328-7949;* identify yourself with the special Recap number *6407184.*

CONFERENCE PRESENTATIONS: FEATURED HIGHLIGHTS

ADAPTED COMPUTER TECHNOLOGY, Carl Brown

Presentation of state-of-the-art computer technology for blind, low-vision, learning disabled, and orthopedically disabled individuals with emphasis on inexpensive, easy-to-use, and transportable options.

ORGANIZATIONAL CULTURES: A BLUEPRINT FOR PLANNED CHANGE, Dr. Dennis Galligani

Introduction to the concept of organizational "cultures" and using one's understanding of them to effect planned changes.

CELEBRATE YOUR JOB, Stephen Villaesculsa, Jim Greenwood; IBM Corporation

A unique, fun, and compelling "job revitalization" approach that inspires participants' productivity, creativity, and morale. Audience participation!

HORIZANS: A CAREER PROGRAM FOR THE DISABLED STUDENT, UNIVERSITY, AND EMPLOYER, Steven Villaesculsa, Jim Greenwood, and Brenda Hameister

THE INCREASING ROLE OF DISABLED PEOPLE IN THE POLITICAL/GOVERNMENTAL PROCESS, Robert Funk, Executive Director, Disability Rights Education and Defense Fund; Evan Kemp, Executive Director, Disability Rights Center, Washington, D.C.; Catherine Johns, Resource Specialist, San Diego Community College District Resource Center for the Handicapped; AHSSPPE Immediate Past-President Harlan Hahn, Professor of Political Science, University of Southern California

MAKING SENSE OF DIAGNOSTIC TESTS FOR LEARNING DISABILITIES

Overview of preliminary "soft signs" testing, use of testing/evaluation data, and developing a learning disabilities program.

TRANSITION STRATEGIES

After reviewing conventional vocational rehabilitation processes and relevant statistics, presentors will discuss the role of colleges in students' transitions to employment. An overview and discussion of transition strategies, life-long planning and interaction between agencies, college disabled student programs, placement centers, students, ILC's, and employers will follow.

TEXT RECORDING AND READER SERVICES: AUDIO ACCESS TO PRINTED INFORMATION

Representatives from Recordings for the Blind, American Council of the Blind, disabled student services programs, students with visual impairments, and students with learning disabilities will present a variety of perspectives to address issues related to text recording and reader services. This timeless but unresolved problem will be explored in light of new technologies, program models, and the increasing sophistication of university students.

For more information, contact Sharon Bonney, Chair, AHSSPPE '86, Disabled Students' Program, University of California, 2515 Channing Way, Berkeley, CA 94720; (415) 642-0518 (voice or TDD)

The Role of College Disabled Student Service Programs in Providing Access to the Microcomputer

Victor H. Margolis, *Nassau Community College, Garden City, New York 11530*

The microcomputer is quickly becoming a standard resource in colleges for both students and faculty who are using this tool as a necessary extension of the classroom, library, and laboratory learning. In its landmark study, "Technology and Handicapped People," the Office of Technology Assessment (1982) describes the many ways that the new technology and in particular the microcomputer can alleviate the handicaps that follow from a disablement. Yet the coming of the microcomputer onto the college campus has ironically created another handicap for disabled students with manual dexterity impairments who are unable to use the keyboard to provide input to the computer or students with visual impairments who are unable to read the computer's screen receive the machine's output. Vanderheiden (1984) describes this handicap as the new curb that must be eliminated as were other barriers to education.

College disabled students service programs are therefore confronted with a need for expertise in a new and critical area—the elimination of the barriers to access to the microcomputer. The following is an examination of the importance of the microcomputer in the life of the disabled student, a brief review of the ways that the barriers to using it can be overcome, and a discussion of the role that disabled student service programs can play in providing access.

HOW THE MICROCOMPUTER CAN HELP THE DISABLED STUDENT

Deken (1983) calls the computer the "seventh sense" because of its ability to help us do many things in our work and in other areas of our lives more easily and with a saving in time and energy. Conserving time and energy are but two of the many ways in which the computer is helpful to the disabled person.

Simulation of Physical Events

The microcomputer can create models of real-life events that can then be manipulated in the computer with one of the adaptive devices available to the disabled person. In this way the microcomputer can create dynamic systems that mimic the real world that can then be brought within the reach of the person's physical capacities, whereas the real events may not be.

We are able to do this with a microcomputer because it can create other tools that simplify tasks by breaking them down into smaller components, thereby enabling the disabled person access to these tasks with simple keystrokes. With adaptive devices, tasks that may have previously been beyond their physical capacity are now readily accessible. In this way the computer can amplify the disabled person's residual functioning.

Examples of such tools include virtually all of the basic software programs available for any computer. A spreadsheet program, for example, can be used in the computer to store and display a massive amount of information. It can then be programmed to do complex statistical calculations automatically as data are entered. Data can be manipulated in hypothetical "what if" situations to make predictions for real-life events, as well as to monitor these real-life events—all with a few simple keystrokes. Word-processing programs that permit writing and editing of even the most complex documents and data-base programs that can store and permit ready retrieval of massive amounts of data are accessible to students (and the professionals they will soon become). They also permit the student to carry out tasks that may otherwise have not been possible. Many of these programs are accessible by adaptive devices and are available to the entire market, thereby reducing their costs.

The time saving for the disabled individual using the computer can be significant as well and can mean the difference between completing a task within reasonable time limits and not completing it at all. Cook (1985), for example, found striking savings in time in typing with adaptive devices. Moreover, the differences between typing on a computer and a typewriter are considerable. Work on a computer can be readily and simply edited, resulting in a finished product with minimal expenditure of energy regardless of the person's skills. With a typewriter it is difficult to turn back once a mistake is made; changes in the text may require massive retyping.

The tool-making capacity of the computer can also assist the student in the classroom. One example of this is the conduct of laboratory experiments through the computer for the student who is unable to handle laboratory equipment (Long, 1982). The process of learning itself can be simulated in the computer in such a way as to more nearly conform to the learner's pace and style of learning. Programmed instruction courses that lead the learner through the material step-by-step are an example of this use of the computer. In addition the program can replicate the processes involved in the phenomena to be learned rather than just simply repeating specific examples, thereby improving transfer of the learning to other situations. For example, the computer language LOGO can replicate and teach the processes underlying mathematical relationships while actively performing useful physical and graphic functions (Papert, 1980). This is a critical area of the microcomputer as a learning tool that needs further exploration and research. This learning process would certainly be ideal for individuals with cognitive deficits such as learning disabilities.

Another example of tool making is in the use of portable "lap-top" computers by students who are unable to take notes in class. These computers can be adapted for the student's particular needs and then, attached to the wheelchair, can serve as a notebook. The students can use them to take notes, do calculations, and in some instances do more complex writing. The information can then be transferred into larger computers to carry out tasks such as word processing and data storage.

Perhaps the most dramatic example of the capacity of the computer to create tools is in the area of environmental manipulation. Computers can be programmed to control a great variety of environmental devices, from TVs to telephones. They can also serve as a communication tool by "speaking" through print created by the individual on the keyboard.

Vocational Potential

The microcomputer is both an inherent part of the vocational mainstream as well as the student's way into the mainstream. Careers in various aspects of the computer industry are wide open and are well within the physical capabilities of most disabled people. An interesting development in this area involves the use of computer work at home through a telephone hookup with the employer. This use of the computer could be a particular boon to the homebound individual. LIFT, a national program to train homebound individuals in computer programming, has been quite successful in placing disabled college graduates.

It is also clear that the computer is being used more and more in a variety of fields—from Accounting to Zoology—and is a necessary resource tool for all professionals. Disabled students therefore need access to the microcomputer if they are to effectively compete in their chosen professions.

Network Communication

The establishment of computer networks via the telephone opens up the possibility of simple communication of news (electronic bulletin boards) as well as the exchange of complex information among groups of individuals at great distances from each other. An example of the latter is in the EIES network, a telephone communication system founded at the New Jersey Institute of Technology. It links individuals in a network of information exchange and can serve as a vehicle for seminars and even college-level courses in a variety of fields (Mills, personal communication, May, 1983).

STRATEGIES FOR ACCESSIBILITY

Bringing this new technology to the disabled person requires developing appropriate adaptive devices, providing them at a reasonable cost, and making them available to those who need them. It is the last of these issues, access to the machine itself, that we will address here.

The ideal mode of accessibility is to emulate the usual functions of the keyboard and the video monitor through adaptive devices while allowing full use of all the computer's functions and standard commercial software. Vanderheiden (1982) describes this approach as one of transparency. That is, the computer doesn't know that the keyboard input is being made by an adaptive device and not the standard keyboard or that the visual output is also being spoken aloud by a voice synthesizer. Such an approach allows the individual to use standard commercial software rather than software specifically designed for the disabled. Vanderheiden contends that specially designed software would only segregate disabled people from their colleagues who are using commercial programs and would increase the costs for disabled people to use microcomputers. The principal adaptive devices to accomplish this transparent approach include:

1. Keyboard enhancers. These are oversize separate keyboards that increase the size and, if necessary, the location of the standard keys. This enables students using headpointers or cuffs and pencils to have larger targets and thus accuracy and speed.
2. Keyguard. This is a plastic template in the shape of the keyboard with holes cut out for each of the keys. It rests above the keys and helps to guide the student's pointer to the desired key, thereby minimizing errors.
3. Switches. Input can also be made through a switch device and a display of the keyboard on the screen. A variety of switches are available to accommodate many kinds of physical limitations. They can be activated by a minimum of movement by the hand, foot, head, eye, or the breath and are used in conjunction with scanning devices to select the desired letter shown on the screen.
4. Scanning methods. The Adaptive Firmware Card, described by Vanderheiden (1982), is a frequently used scanning device. Scanning devices reproduce the keyboard on the screen and then move the cursor from letter to letter. When the desired key is reached, it can be selected by the switch. In this way, the desired letters or numbers can be selected by the simplest of movements. The Adaptive Firmware Card is inserted into the Apple computer and is then used with the desired switch. The Firmware card can be used with most of the software available on the Apple microcomputer. Similar devices are also available for other computers.
5. Vocalizing screen output. For the visually impaired, programs are available that will vocalize the keyboard input for some (though not all) software programs available on the Apple. Truly transparent voice synthesizers are not available for the software used by the Apple in the same variety as they are for the IBM family of microcomputers. But they do exist and can provide limited though useful transparent computer use. (Many of these devices are described in Vanderheiden, 1982. See also the Resources section of the References.)

The goal of transparency means, however, the development of devices and switches that will work on a variety of computers and will enable people with different disabilities access to them. The program is a complex one because of the varied nature of disabling conditions, the need to find input devices usable by individuals with many kinds of physical needs, and the varied levels of handicaps that create barriers to accessing the microcomputer. A summary of these problems is offered by DeWitt (1984). The good news, according to Desch (1984), is that a variety of adaptive devices and approaches to access exist now. The overriding problem is economics—that is, providing the research capabilities to develop the devices as well as making the new technology affordable and available to the disabled individual (Office of Technology Assessment, 1982). A promising development is found in the frequent use of equipment designed for the whole market place that can also aid the disabled person. This wider market will reduce the costs and thereby facilitate use of the product by everyone. The simplest examples of this trend are in the commercially available software programs accessible by the devices mentioned above. Other examples of this trend are offered by DeWitt (1984).

ROLE OF DISABLED STUDENT SERVICE PROGRAMS

The key roles that disabled student service programs can play are, in one sense, no different from our earlier roles—as facilitators and promoters of awareness. We need to make our colleagues and students aware of the value of the microcomputer in furthering the education of the disabled student as well as to help the college obtain the appropriate adaptive devices. We also need to educate the students who are the recipients of this tool. Unlike a ramp or accessible doorway, the usefulness of the microcomputer may not be clear to all of us and may require explanation and training. By opening up the door to understanding this phenomenon, we help our colleagues to bring their expertise to bear on solving the problems of access and further involve them as allies in the problems of equal access. For our students the benefits of awareness are in their access to this most useful resource tool.

ISSUES AND QUESTIONS IN PROVIDING COMPUTER ACCESS

1. Who is responsible for computer access for the disabled student?

Clearly, unless the DSS staff is fully knowledgeable in computer technology and has access to the machine, we must draw heavily on the college's existing computer staff. Our role as facilitators can perhaps be best expressed in learning about the different adaptive devices available. Joining with our colleagues furthers our goals of mainstreaming as well as giving our students the best available information.

2. Who will train the students and select the appropriate adaptive devices?

While the college computer center staff can help students learn about the computer, the skills involved in selecting and learning about the various devices can be more complicated. In many instances, the DSS counselor working in consort with the student and the computer center staff can select the appropriate devices. Where the needs are more complex, local organizations serving the particular disability group, the state vocational rehabilitation agency, or consumer groups (see Resource section of the References) can assist.

3. Where should accessible computers be located and how should the machines be incorporated into the curriculum?

The issue is one of access. Clearly, if the college asks students to use the microcomputer in its curriculum, then accessible machines need to be available where students can use them. The computers, with their adaptive devices, should then be located with the others at the college.

4. Who should arrange for funding for the accessible equipment?

This again can be a joint venture. While funding is limited, certain local foundations and state programs may be helpful. The college can also be encouraged to include assistive devices in their next computer purchases.

5. How can we overcome students' resistance to changing existing work habits and altering existing dependency relationships?

The reluctance to learning something new is an issue that all of us face—students and staff. Perhaps the best antidote is the overwhelming usefulness of the microcomputer both for the student's immediate learning needs as well as for a future professional tool. In addition, the potential for the microcomputer as an environmental control device can be a powerful motivation for learning to use it. (That the computer can also be used for fun is another story, but certainly relevant.)

There is no question, however, that the introduction of this machine will have an effect on the delicate relationships formed between the disabled student and those who help to write and do other tasks that may now be done by the microcomputer. These are issues that must be dealt with in counseling and are very much a part of our programs' overall goals of promoting independence.

6. How can we help students acquire their own computers?

Because of the microcomputer's ultimate role in facilitating the student's educational and vocational progress as well as promoting independence, it would seem natural to approach the local VR agencies for assistance. Medicaid in New York has also helped individual students to obtain devices, particularly where a health-related connection such as communication or environmental control was apparent.

These questions are critical in fulfilling a role as facilitators and promoting awareness. The specific implementation will depend on the nature of the computer facilities at each college and the overall role that the microcomputer plays in the college's educational life. However, the need to provide access remains, regardless of the college's situation. In the next section is a discussion of the implementation of computer access at Nassau Community College.

A MODEL FOR PROVIDING COMPUTER ACCESS

Following the role for DSS outlined above, Nassau Community College, with the assistance of a New York State Vocational Education Act grant, is beginning the development of a computer access project for our students. Our goal is to make all the college's computer services accessible to all our students. Particular emphasis will be put on the student who would otherwise not have access to the microcomputer because of the severity of his or her disability. In addition, with the cooperation of the college Academic Computer Center, we will offer our students training in many aspects of the computer's use, both in and out of school.

To accomplish the goal of computer access, we will place two Apple and one IBM personal computers in the college's Academic Computer Center. These machines will be equipped with adaptive devices for physically disabled students. The Center has an array of popular commercial software covering word processing, database programs, spreadsheets, and graphic programs available for students to learn and to use. In addition, it also has a large collection of instructional software programs in many fields. Students can come on their own or in connection with a class group to learn to use the programs or to complete class assignments. Technicians are available to assist the students in using the machines and learning how to use the available software.

In addition, one Apple and one IBM that are specifically accessible to blind and partially sighted students will be placed in the college library along with our other devices for visually impaired students. These include the Kurzweil and the VisualTec. The library is also the center for the college's reading service program (called "Round Pages") for the visually impaired.

The adaptive devices were selected, within the limitations of a modest budget, to accommodate the needs of the widest range of disabling conditions. The selection of devices was made after an examination of the records of all the severely disabled students at the college since 1980 and a review of the existing literature. The disabilities represented include cerebral palsy, quadriplegia, muscular dystrophy, multiple sclerosis, and visual impairments. In addition the devices will operate most, if not all, of the college's available software. The IBM computers are also equipped with modems, enabling them to communicate with the college's mainframe so that students can use the adapted machines in computer technology course work.

All disabled students at the college will be offered the opportunity to use the computers and will participate in an orientation and training program to acquaint them with the adaptive devices and the available software. While the focus of the training will be on the software relevant to their work at the college, information about environmental control devices and other nonschool uses will also be provided.

Because of the very individual nature of the disabilities of the students who will use the machines, we plan to offer this training on a one-to-one basis. We will, however, offer group introductions to the major classes of computer software. The primary responsibility for the orientation and training program will rest with the author and a group of interested faculty members who are skilled in computer technology. In addition, the Center staff will be trained in the use of the devices and how to set up the machines for particular students.

Where it is not within our level of skill to assist the student to select the appropriate adaptive device, the assistance of community agencies representing the varied disability groups will be sought. Many of the agencies that serve particular disability groups have already begun programs of computer access for their clients. These include United Cerebral Palsy and the American Foundation for the Blind. They can be particularly helpful in the issue of assessment of the student's needs for devices. In view of the importance of positioning and other postural concerns, their assistance can be invaluable in providing information about the appropriate arrangement of devices in relation to the microcomputer. Disability-specific agencies can also assist in providing information about environmental and vocational uses for the microcomputer. Some of the students may have already received some training in using adaptive devices and so will be able to simply go to the Center and use the computers as they wish.

Students will come to the Center with a "prescription" that the trainers will have developed for them. This will consist of a particular setup of the machine with the devices that students need in order to use it. Since we will train the student in how to set up the microcomputer and the adaptive devices, they can play an active role in helping the Center staff to set up the machines to fit their needs.

At the same time we will conduct a college-wide awareness program to let the faculty and staff know how the computer can help the disabled students, thereby encouraging them to actively involve their students in computer-related projects. The DSS staff will also be introduced to the machines and their uses. Where students do not have a machine of their own, they will be assisted by DSS staff in obtaining one.

RESOURCES

A great deal of information is available from many sources about access to the microcomputer. A summary of some of these resources is found at the conclusion of this article. One of the most helpful sources of information in the informal network of people interested in computers throughout the country. Their addresses are also included in the references. We have also found that faculty at the college provide a perfect source of information and should certainly be included in the developing process.

SUMMARY

The microcomputer has become an invaluable resource for the student, the teacher, and the working professional. The ability of the microcomputer to carry out complex and burdensome tasks with minimum physical effort has also made it a useful tool for the disabled person. Yet the widespread use of the microcomputer on the college campus has created another barrier for the disabled student who is unable to use the keyboard or who is unable to use the computer's standard video output. These barriers can be removed by the use of a variety of adaptive devices that enable the disabled person to access the microcomputer. The disabled student service programs can serve a vital role in facilitating the college's efforts to provide accessible computers, in training the students in their use, and in helping the students to obtain a machine of their own.

A model for such a program currently underway at Nassau Community College was described. Other resources of information about the computer as a resource tool for the disabled person were listed.

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Consumer Networks

Closing the Gap, P.O. Box 68, Henderson, MN 56044.

Committee on Personal Computers and the Handicapped (COPH-2), 2030 Irving Park Rd., Chicago, IL 60618.

The Association on Handicapped Student Service Programs in Post-Secondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing post-secondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages. Feature articles submitted will be evaluated through blind review. An original and 4 copies should be furnished.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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AHSSPPE

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president's message

The much-discussed Lou Harris survey, "Disabled Americans' Self-Perceptions: Bringing Disabled Persons into the Mainstream," has a number of implications for those of us in this field. The most significant findings from the survey (based on 1000 phone surveys) have to do with education, employment and income. The following statistics carry no surprises, but rather should reaffirm at least a portion of the mission in which DSS providers should be involved.

The Harris survey found these facts about the educational level of the 27,000,000 disabled Americans: 40% of the disabled population have less than a high school education, as compared to 15% for the nondisabled population; 46% of the disabled people finished high school and had some college education compared with 62% of the nondisabled; and 14% of disabled people have 4 years of college or more, compared to 23% of the nondisabled. In household income, Harris found that 50% of the disabled people have household incomes of $15,000 or less, compared with 29% of the nondisabled population; 28% of the disabled population have household incomes between $15,000 and $35,000, compared with 37% of the nondisabled population; and only 12% of the disabled people have household incomes of $35,000 or more, compared to 27% for nondisabled persons. The Harris survey found that 62% of the disabled population are outside the labor force.

The education statistics are not surprising, but they are very disturbing. Disabled students are not being properly prepared or given the chance for postsecondary education.

We have a responsibility to do all we can to remediate the educational and social deficits of our students when they come to us. (We do, however need to keep in mind that we can't win them all—and that making up for 18 to 20 years is a tall order.) However, I believe that our responsibility starts earlier and runs deeper. Who better than we, realize the debilitating effects on disabled youngsters of well meaning but misguided parents, teachers, counselors, and others? The lack of educational success reflected in the statistics does not reflect aptitude and ability, but the lack of appropriate programs and opportunities.

If postsecondary options are to be realized by disabled students, *we* must speak up and be heard on the subject of false standards and expectations, dual grading practices, and attitudes that foster dependency rather than growth and development. We must speak, write, and campaign in any fashion for the right of disabled students to be challenged and prepared to assume their rightful independence. As an association, AHSSPPE must provide programs and resources that attempt to have an impact on this issue. *All* students who have the aptitude for postsecondary work have the right to appropriate preparation. The statistics tell us unequivocally that this is not presently the case. Let us devote major effort to this task.

Richard Harris
Ball State University

speak out

This section is designed to provide a forum for readers—an arena to express views and opinions on contemporary issues in the field, Association activities, Bulletin *articles, etc. Letters or essays may be submitted to the Editor, attention: Speak Out.*

THEN WAS THEN: NOW IS NOW

by **John Sarno,** *Ramapo College, Mahwah, NJ 07430*

During the past decade, college campuses have witnessed an unprecedented increase in the number of physically and learning disabled students. State and federal legislation, greater awareness among educators, technological break-throughs, and a vigorous consumer movement have made a college education accessible to thousands of American citizens who happen to be disabled. Evidence suggests that the number of disabled individuals who will seek out opportunities in higher education will continue to grow. This will be particularly true for those states that have committed themselves to higher education and technological renewal. Clearly, a college education continues to be the key to development and self-fulfillment for many of the nation's young people. Although many colleges and universities are still grappling with the language of Section 504 of the Rehabilitation Act of 1973, most have recognized the rights enumerated in this landmark legislation and have made good faith efforts to comply with its requirements. These efforts have allowed disabled students and college service providers to mobilize on-campus support for their programs. Generally the goal of students and service providers has been to build a powerful foundation of support to achieve the destruction of discrimination and to replace it with the ideal of full participation. This could only have been accomplished by the mobilization of large numbers of people (relative to the size of each individual campus), using established methods of advocating for civil rights. As a result, the last decade has produced countless awareness days, conferences, and a panoply of activities designed to create group identification, cohesion, and participation.

By and large, this first generation of students and professionals achieved many of their desired goals as well as some that were quite unexpected. No one could have imagined that the faculty would establish itself as such a powerful and responsive ally. The liberal ideals associated with disabled student advocacy excited them as a disability rights movement began to adopt some of the rhetoric of previous civil rights campaigns. The result was to produce a group identity for disabled students on the college campus. They became, in effect, a special interest group capable of putting pressure on the right bureaucratic places. Today's generation of disabled students perceive themselves—and their needs—differently. To some extent, they take for granted their place on the college campus. Many feel that it is unnecessary to be activists. They tend to be concerned with their individual needs rather than the needs of their "group," complacent until something has a direct impact on them.

Many college professionals do not know what to make of this new generation of disabled students. Some think that this complacency will ultimately undermine the goals achieved in the past. They point to what appears to be a counterproductive (even destructive) social and economic policy. They note the apparent retrenchment in civil rights enforcement. More importantly, they view many colleges' attempts to achieve academic excellence through the manipulation of admissions standards as another form of discrimination—discrimination that will prove more deleterious because of its sophistication. Educators and professionals point to these danger signs and conclude that disabled students must remain vigilant. If students are not prepared to band together, they may find themselves once again on the outside looking in.

Other college professionals see a different picture. They view this new type of disabled student as a positive manifestation of confidence and self-esteem. No longer do students have to fight for their rights. Rather, they have reached a level where they are learning to exercise those rights. They no longer see a need for "disabled" student organizations, or a "disabled" awareness day, or a "disabled" orientation day. Disabled students have outgrown these activities and are ready to act as independent consumers, equipped with the appropriate tools of consumerism—the style, the confidence, and, above all else, the checkbook and credit card! To some extent, disabled consumers reflect a new sophistication; they have transformed the civil rights movement into a consumer movement.

If the professionals hold differing views as to the relative expediency of this "new" disabled student, it may be as a result of the schizophrenic nature of their own positions. College administrators and counselors who work with disabled students are a unique breed of professionals on most campuses. They must be able to advocate on a student's behalf, often pushing and pulling the institution to meet the individual needs of a special population. At the same time, they must act as agents of the institution, making sure that it is not threatened by unrealistic demands. This dual role is a demanding one and a balance must be struck between student advocate and college administrator. We do not fit easily into the bureaucratic structure. Just as our student population has changed—grown and matured—so must our objectives reflect the changing societal constraints.

Administratively, many of the programs that deliver services to disabled students are hybrid operations providing counseling, career development, residence life activities, and other quality-of-campus-life services. This usually necessitates a formal relationship to the overall student life unit. This relationship defines the professional staff as "service providers" and calls upon them to use the traditional student methods of service delivery. However, bureaucratic systems often turn this delivery service into a one-sided affair. Disabled students become recipients of services, rather than active participants.

The more bureaucratic we become, the less vitality we have; less vital, less important. Less important means a diminished capacity to withstand budget cuts and to maintain quality services. We must resist the temptation to simply deliver services to recipients. We must not only be representatives for another special interest group; indeed, such a stance might be our undoing!

For the most part, old special interest politics are ineffective today. The traditional college system has splintered and each special group (women, minorities, disabled) is clammering for attention and for funding —a little bit larger slice of the budget pie. To date, the response from college administrators has been to talk about getting back to basics. Many alternate between vilifying the excesses of the past and calling for excellence through traditional methods. Caution may be warranted here. Policies that reflect this rhetoric may be translated into wholesale retrenchment of proven methods for achieving equal education opportunities and full participation. *Programs that deliver services to college students can ill afford to be seen as another special interest group.* We need to develop new strategies to create an environment for positive change.

The gains we have made over the past decade are impressive. For the most part, programs for disabled college students have grown from being a kind of stepchild of traditional student services to a level of integration and influence on many campuses. Unfortunately, given the present political and economic climate, the "last in" may mean the "first out." Disabled students remain near the bottom of the civil rights hierarchy at most college campuses. In effect, we must try to turn the college system upside-down.

It has been said that in a bureaucracy, the way to accomplish things is to make *your* problem *their* problem. There are many ways in which we, as service providers, can put this adage to work. For example, why must the concepts of "reasonable accommodation" and "accessibility" continue to be defined as "disabled" issues? Creative use of space is something that benefits everyone in the environment. Architectural remedies can be used for all students in computer centers, science labs, dormitories, bathrooms, physical education facilities, and other high density locations where students live and work. The concept of accessibility must be broadened to include the entire campus community. Greater accessibility means greater participation of *all* students. Greater participation means greater success.

What about attitudinal barriers? Don't international students and other unique populations face the same kinds of problems we have been dealing with for years regarding disability? One of the major complaints among many college campuses is the fragmentation of the student body. Some report an increase in segregational tendencies. Workshops and activities that allow the campus community to accept and welcome individual differences are crucial. Counselors who work with disabled students can take the lead in this area and show that their proven methods can be used to benefit the entire college campus.

The examples are numerous, but the conclusions are the same. If disabled students—and the professionals who serve them—are to survive and maintain their rightful place in higher education, every effort must be made to help these students become an active force from WITHIN the campus community. If the past decade reflected the general need for group identification, this new generation has an overriding desire for social intimacy and equality. Let us build on the successes of past students and the philosophic orientation of the current generation. We must strive for something new and much more dynamic and not be content with the bureaucratic niche that has been assigned to us. Our programs must enhance student retention, facilitate academic and career development, foster growth and responsibility, teach faculty to relate to a changing student population, and create a high quality of campus life for *ALL* students by providing for the integration of disabled students into that whole. In the past, our focus was on *helping disabled students* to become part of the campus community. Perhaps it is time that disabled students began *helping the campus community* to join them in their growth toward a philosophy and orientation that will maximize individual potential for one and all.

literature in review

The Bulletin *is drawing upon the expertise of its readers to monitor and review current publications in the field. Submissions of 500 words or less, using a critique format, are invited for consideration. Please include one copy of the document being reviewed and send it to the Editor, attention: Literature in Review.*

Kaleidoscope: International Magazine of Literature, Fine Arts, and Disability United Cerebral Palsy and Services for the Handicapped; 326 Locust St.; Akron, OH 44302

Reviewed by Carol Funckes, University of Arizona, Tucson, Arizona.

On first seeing the title *Kaleidoscope: International Magazine of Literature, Fine Arts, and Disability*, one might wonder about the existence of such a publication. What does disability have to do with fine arts? Aren't disabled people interested in the same fine arts and literature as their able-bodied peers; and if so, what niche would be filled by a fine arts magazine specifically tailored for the disabled?

According to the current editor, Darshan C. Perusek, *Kaleidoscope* is a "forum for disability-related art and literature." However, it seems that arriving at a working definition of "disability-related" has proven arduous for the publishers. They are currently on their fourth subtitle, having exhausted such entries as *National Literary/Art Magazine for the Disabled* and *The International Literary and Fine Arts Magazine by Persons with Disabilities*. As these changes in subtitle may suggest, *Kaleidoscope* has chosen to define its contributions neither by author/artist nor by subject. Rather, the publisher has decided to portray a "certain view of art, which is that the artist must be free to create his vision and the reader must, in turn, be freed by that vision—freed, that is, from the disabling consequences of thinking in stereotypical ways." Thus, articles are selected for inclusion with "trust in the judgement of our contributors and our own editorial discretion... 'calculated ambivalence.'

As "calculated ambivalence" is purposefully vague, giving the editors leeway in their selections, let me be more specific as to what actually comes out in *Kaleidoscope*. Unfortunately, I only had the opportunity to view one issue, but I found it to contain several "feature" articles, creative fiction, reviews, essays, and poetry. The feature articles generally portrayed ways in which the fine arts field is opening up to disabled artists. The reviews analyzed how disabled people are being portrayed in literature today, praising the strong and honest images and pointing out the overly sentimental and stereotypic. The essays and poetry were, for me, new and sometimes thought provoking. All of the articles dealt, in some way, with disability.

Overall, I found the magazine to be entertaining reading, containing, on a subdued level, some disability awareness material. My only question goes back to its identity. It seems that articles I saw are appropriate for any fine arts magazine. In a more mainstreamed magazine they could attract a readership that would further the careers of the contributors and reinforce for the general public the knowledge that disability does not mean inability. Perhaps the first step toward that incorporation is the recognition that is more easily obtained through the opportunity that *Kaleidoscope* provides. By having such a forum initially, perhaps these types of works will become accepted and begin to appear in publications where they can receive more popular attention. Could it be that *Kaleidoscope* will become a more general publication itself—and need to change its subtitle again?

on campus reporter

IMPROVING WRITTEN EXPRESSION SKILLS OF DYSLEXIC STUDENTS

by **William R. Kitz,** *MST, Assistant Director Project Success, University of Wisconsin-Oshkosh, and* **Robert T. Nash,** *EdD, Director, Project Success, University of Wisconsin-Oshkosh.*

We could see it on many of their faces as they entered the room—they were dreading the thought of yet another English class. For many of the 43 dyslexic college students who were taking the 8-week Project Success summer language remediation program, English courses in the past had been sources of abysmal failure and frustration. In fact, 34 of them had scored so low on the English portion of the ACT test that they had been placed in remedial English for the fall term.

The sample paragraphs they wrote for us on the first day of class further confirmed their low skill levels. In addition to poor sentence skills, many of their paragraphs lacked coherence, unity, and support for the main idea.

Indeed, these students were not unusual. Goldberg (1984) surveyed learning disabled (LD) college students at universities without special programs for them. In her article, she states, "Students reported needing to do numerous drafts before handing in papers" (p. 24). Students in her survey also indicated that they used friends, faculty, and university resources, such as the writing center, for additional help with papers. In discussing faculty help with writing, one of her subjects wrote, "In all subjects I've asked the teachers for help and help with papers" (p. 24).

Although resources such as friends, faculty, and the university writing center can help learning disabled students with individual papers, the students seldom gain much in the form of increased written expression skills. Usually, these students seek help only when papers are imminently due, and unfortunately when this happens the focus of intervention shifts from the process to the product. Also, students do not receive a planned and sequenced program of instruction because sessions with these resource people are not regularly scheduled and students tend to rotate intermittently among them. The net effect is that students remain dependent upon others.

PROGRAM GOALS

Our main goal during the 8-week course was to reverse this trend of failure and dependence on others and to teach these students that writing is not an unlearnable process, but rather a logical, creative, and enjoyable one. In addition to this broad goal we had three specific objectives:

1. Improve handwriting skills.
2. Improve sentence skills in the following areas:
    a. Fragments
    b. Run-ons
    c. Conciseness
    d. Usage
3. Develop organizational skill necessary for effective paragraph and theme writing.

PROGRAM ACTIVITIES

Before our present program, we had tried many different approaches for improving our students' written expression skills. All of them proved minimally successful because they were basic copies of traditional methods that had not worked with these students in the past. By far, our greatest failure was in using contrived sentences for teaching purposes and expecting our students to transfer new skills to their own work. To overcome this deficit, we began basing our entire program around the students' own work and stressing organizational skills from the first day— even when we were still working on individual sentences. Specifically, we worked on handwriting, sentence, paragraph, and theme skills.

Handwriting Skills

Our first goal was to improve the students' handwriting skill. Each day we spent from 5 to 15 minutes in formal handwriting instruction. We began with lowercase letters and stressed the following points:

1. Start all small letters from the line
2. Keep a good writing posture
3. Use a three-point pencil grip

In addition to classroom instruction, we provided individual instruction when necessary. When students were able to write the entire alphabet neatly within 30 seconds, they had reached our goal.

Sentence Skills

Our sentence skills program focused on three areas:

1. Basic grammar
2. Organizational skills
3. Editing

We worked through grammar as quickly as possible. We did name and give simple definitions for nouns, verbs, prepositions, adverbs, and adjectives and used the text exercises found in *Sentence Skills* (Langan, 1983) for reinforcement. However, we placed a greater emphasis on having students find examples of these parts of speech in their own work. Sometimes this was done individually; but quite often, in the early stages of the course, students were encouraged to work together to help each other label selected parts of speech in their own sentences. For these exercises, particular attention was placed on nouns and verbs.

Additional grammar practice and the introduction of other sentence skills were taught through an individualized approach. Using Langan's (1983) *Sentence Skills* as a basic text, we developed an individualized program (see Figure 1). Students first took a mastery test on a specific topic area (e.g., pronoun usage). Those who passed the test with a grade of 80% or more continued to the next mastery text. Students who scored less than 80% on a mastery test were assigned work from the chapter. After completing the work, they retook the test. For students who failed the second test, further individual and small group study was assigned and the test was retaken. Once a test was passed, the student moved on to the next assigned area and repeated the process.

Although grammar was not stressed, organizational skills were. To provide the students with opportunities to completely think through and organize their work before writing (something which many dyslexic students seldom do for fear of losing ideas), we used a process described by King (1984). We assigned the students to make lists of related words that they would later use in sentences. For instance, several typical listing assignments were "Fifteen Dangerous Occupations," "Ten Things that Will Fit into My Backpack," and "Twelve Words that Describe my Hometown." An excellent source of interesting and unusual topics for this exercise can be found in *The Book of Lists* (Wallace, Wallechinsky, Wallace, & Wallace, 1984).

When students completed their lists, they wrote individual sentences using each list word. An advantage of using this approach was that it provided an endless variety of words for the students to use in their sentences. At first we encouraged the students to write simple sentences; however, as they became better at doing this, we urged them to experiment with a variety of sentence patterns and to be creative. A valuable resource that provides excellent practice in this skill is Strong's (1973) text *Sentence Combining*.

To further encourage our students' creativity, we took a very positive and individualized approach to the evaluation process. In the past, writing had been a discouraging experience for many of these dyslexic students. Often their papers were returned to them with the margins full of red pencilled comments and corrections. Few teachers took the time to point out the strong points of the work or to explain the corrections. Indeed, many of our students had never read these corrections because they were

SELF-PACED ENGLISH PROCEDURES

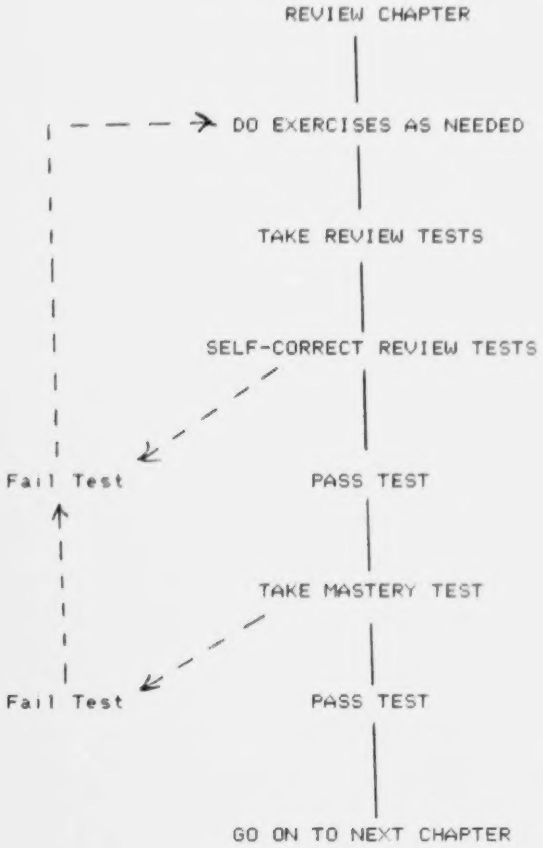
REVIEW CHAPTER
DO EXERCISES AS NEEDED
TAKE REVIEW TESTS
SELF-CORRECT REVIEW TESTS
Fail Test
PASS TEST
TAKE MASTERY TEST
Fail Test
PASS TEST
GO ON TO NEXT CHAPTER

Figure 1

too discouraged by their apparent ineptness or they couldn't read and understand the comments.

To overcome these difficulties, we marked only for several specific errors at one time. For example, at first we marked only for capitals at the beginning of sentences and appropriate end puctuation (we always checked for penmanship). When a student had achieved competency in these areas, we would then mark for other errors such as run-ons, fragments, and faulty usage. The students were aware of this strategy and were constantly appraised of their progress during short, regularly scheduled, individual conferences.

The individual conferences proved to be very valuable to both the teachers and the students. The provided feedback to both parties and, in many instances, the several minutes of oral comments were much more effective than pages of written corrections. The tone of the conferences was positive and students were always given a new goal to improve their written expression skill.

One goal which we set for all students was to learn a computer word-processing program. Students were required to use a word-processing program to type, edit, and correct some of their sentences. This became the foundation for an increased emphasis on editing.

Students would work together to edit each others' sentences or teachers would place anonymous examples of students' sentences on the board for the class to edit. Because examples of everyone's work were eventually used, editing was done in a spirit of cooperation and genuine care for improving the quality of the work. In fact, many of the students volunteered to have their work edited by their peers and to edit the work of others because they felt that in either instance they learned more than if a teacher had done it for them. When the students became better at writing and editing their own sentences, they were ready for paragraphs.

Writing Paragraphs

The transition from writing individual sentences to composing paragraphs was a natural one involving few procedural changes. Students used the same processes they had previously used when writing individual sentences: brainstorming, organizing, and composing. The next logical step was to introduce them to the strategies necessary to put individual sentences together to develop paragraphs.

In the text *English Skills*, Langan (1985) defines nine types of paragraph development: providing examples, examining cause and effect, explaining a process, comparing and contrasting, defining a term, dividing and classifying, describing a scene or person, narrating an event, and arguing a position. We used the *English Skills* text because it provided excellent and understandable examples of the nine types of pararaphs in addition to well planned and sequenced paragraph writing exercises that supplemented our materials and plans.

Due to the 8-week time limitation we could not cover all types of paragraphs, so we selected those we felt were most important to the beginning college student: providing examples, defining a term, and comparing and contrasting. We followed the same basic plan to teach each type of paragraph.

In each case, we began by defining the purpose of the particular pararaph and studying several examples of it. We then wrote several paragraphs as a group using the process decribed below.

We randomly selected a sample topic that was appropriate for the type of paragraph we were writing. We then brainstormed as many ideas about that topic as possible with the teacher or one of the students acting as a recorder and writing the ideas on the board. After a lengthy brainstorming session, we began to look at our list critically to see if different organizational patterns could be found. When we found a pattern, we explored it further and organized the relevant ideas in the list into a trial outline and deleted those ideas that did not fit the pattern. However, we did not stop when we found one pattern—we worked to find many others. When we found a pattern we felt was appropriate for our topic and one which we could comfortably work with, we were ready to use our paragraph outline form (Figure 2).

Our first step was to write a topic sentence. Some of the work of developing this sentence was actually done during our organizing session, but at this time we wrote it out and checked it for correct grammar and syntax. This sentence then became the focal point of our paragraph in that it stated the paragraph's unified idea and became the sentence that all the other sentences must support.

We then wrote sentences from the remaining words that we had included in our trial outline. At times we combined sentences, forming compound and complex sentences and adding variety to our writing. After we had written a sentence we placed it on our paragraph outline form. We repeated this procedure until all the sentences were completed.

The next step was to determine the final order of the sentences in the actual paragraph and to add transitional words that were appropriate for the type of paragraph we were writing. Unless the paragraph was a time order or process explantation paragraph, we instructed our students to arrange their sentences so that the last idea presented was the strongest one that supported our main idea. Finally we wrote a concluding sentence that generally acted as a paragraph summary.

When the paragraph was completed, we began the editing process. Langan (1985) defines four bases of effective writing: unity, support, coherence, and sentence skills. We used these as the basis of our self-editing checklist (Figure 3).

We first read the paragraph to determine that we had written about only one topic. We then evaluated the supporting sentences to check whether they were relevant to the topic sentence. Next, we reread the paragraph and evaluated whether the sentences flowed together to make

PARAGRAPH OUTLINE FORM

TOPIC SENTENCE

____

____

____

SUPPORTING DETAILS

1. ____

2. ____

3. ____

4. ____

5. ____

CONCLUDING OR TRANSITIONAL SENTENCE

____

____

____

Figure 2

PARAGRAPH CHECKLIST

STUDENT NAME ______________________________

TOPIC ______________________________

TITLE ______________________________ MAIN POINT# ____

1. DOES THE PARAGRAPH HAVE A TOPIC OR MAIN IDEA SENTENCE? ________

2. DO ALL THE SENTENCES SUPPORT OR RELATE TO THE TOPIC OR MAIN IDEA SENTENCE? ________

3. PROOFREAD EACH OF THE SENTENCES IN YOUR PARAGRAPH FOR THE FOLLOWING SIX POINTS.

SENTENCE # -->	1	2	3	4	5	6	7
COHERENT?							
BEGINING CAPITAL?							
END PUNCUATION?							
COMPLETE SENTENCE?							
NOT A RUN-ON?							
S-V AGREE?							

4. THE FOLLOWING POINTS MAY NOT APPLY TO ALL SENTENCES; HOWEVER, CHECK EACH OF YOUR SENTENCES FOR POSSIBLE ERRORS IN THESE AREAS.

SENTENCE # -->	1	2	3	4	5	6	7
COMMAS: SERIES							
INTRODUCTORY							
COMPOUND SENTENCE							
PARALLEL STRUCTURE							
CAPITALS: PROPER NOUNS, PRONOUNS							
APOSTROPHES							

Figure 3

a coherent whole. Finally, we checked for sentence skill errors. We then rewrote the paragraph in its final form.

After we had written several paragraphs as a group using this process, the students began writing their own paragraphs. At first they did their editing in pairs, but later many of them chose to do the first editing by themselves and then work with another student to re-edit their work.

At this point, the students began to fully appreciate the convenience of using the word processor. With it, they were much more willing to edit their work several times because making corections did not necessitate retyping the entire paragraph or theme. Later, when they began to write themes, this, along with the ability to rearrange sentences and paragraphs, became an even greater advantage.

Writing Themes

The process used to write themes was similar to the one used for paragraphs. The changes involved placing greater emphasis on limiting the topic, using a theme outline form (Figure 4) in addition to paragraph outline forms, and writing introductory and concluding paragraphs.

Our first step was to select an appropriate topic. We spent a great deal of time helping students select topics that were not too broad for the length of their themes. Adam's (1982) *Think, Read, React, Plan, Write, Rewrite* offers some excellent exercises in this area. Although we did spend some time with library research skills, we encouraged our students to select personally interesting and familiar topics.

Once the students had chosen topics, they brainstormed ideas about them and began their initial planning and organization. Next, they composed simple thesis or position statements. At times, further brainstorming was necessary at this point.

The students then organized their ideas, using the theme outline form. The theme outline form is an organizing tool that requires the writer to state the thesis of the theme and to list and order the main ideas. Although simple and repetitive, it was very effective at giving the students a general overview of the entire theme and keeping them on the topic. This was very important because a major writing problem of many of these students was an inability to remain on a single topic. When completed, each of the main ideas on the theme outline form was expanded further, using paragraph outline forms. Each paragraph was then edited using the paragraph checklist.

Finally, we worked on introductory and concluding paragraphs. We stressed that the introductory paragraph must do three things: (1) catch the reader's attention, (2) present the thesis statement, and (3) briefly outline the paper's organizational plan. Our concluding paragraphs generally included the writer's evaluation of the data or stated what the writer had learned. In either case the concluding paragraph had to relate to the introductory paragraph.

THEME OUTLINE FORM

TOPIC ______________________________

TITLE ______________________________

I. Introduction

A. Introduce topic

B. Main points that will be covered

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

II. Body (develop each main point using the paragraph outline form)

A. Main Point #1

B. Main point #2

C. Main Point #3

D. Main Point #4

E. Main Point #5

III. Conclusion

A. Main Points that were covered

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. Concluding statement

Figure 4

DISCUSSION

Two measures of evaluation were used to gauge the effectiveness of this instructional method. First, we compared the paragraphs written for us on the first day of class with those written at the end of the course. The latter paragraphs showed fewer sentence skill errors and much greater organization and unity. Second, 19 of the 34 students who had failed the English subtest of the ACT passed the Wisconsin English Placement test, a similar test used by the University of Wisconsin system to determine a student's need for remedial English instruction.

We feel that there are five reasons for the effectiveness of this approach.

1. Brainstorming gave the students the chance to be creative and open with their ideas without fear of losing them in the middle of a paragraph.
2. The writing process was organized and sequenced into understandable units.
3. Students were able to see a general plan to their writing. They knew exactly where they presently were in the process, where they had been, and where they were heading.
4. Students worked with and corrected their own sentences and paragraphs—not contrived work taken from an English text.
5. Students enjoyed writing because they experienced success at each level of the writing process, were given continual immediate feedback, and worked toward reasonable goals.

Students began to believe in their own abilities to become masters of the English language. They lost their fear of writing because they no longer felt the frustration and shame of failure. For the first time ever, many of them felt confident enough to write letters to parents, friends, and teachers. To us, this was the most important success of the entire summer.

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legal and legislative news

Editor's note: The following remarks were delivered at the recent AHSSPPE conference. The complete text is reprinted for those members unable to attend

REMARKS BEFORE THE ASSOCIATION OF HANDICAPPED STUDENT SERVICE PROGRAMS IN POST-SECONDARY EDUCATION'S NINTH NATIONAL CONFERENCE

by **Wm. Bradford Reynolds,** *Assistant Attorney General, Civil Rights Division.*

It is for me a distinct pleasure to have been invited to participate in the AHSSPPE Annual Conference for this year and to share with you some thoughts on the role of the courts in shaping disability policies. In thinking about what I might say that would best speak to your interests, I caught myself slipping into the sort of ultra-legalistic presentation that too often leaves unstated a contextual backdrop against which to view the cases, and the lawyers' explanations of them. Accordingly, without ignoring important court decisions, let me try a somewhat different approach to the assigned topic.

Handicap discrimination is no less contemptible, nor any more tolerable, than discrimination based on race. Over 35,000,000 people in this country are disabled by reason of some physical or mental handicapping condition, That does not mean, for the vast majority of these individuals, that they *cannot* interact freely with others in society and, in many instances, perform the tasks so often assigned to able-bodied citizens. But they know, as do we, that they are often not allowed to do so—kept, instead, on the sideline in large part because of stereotypical notions about handicapped people.

Where one excludes by race there is invariably a collective outcry of moral outrage, as well there should be. When the exclusion is because of handicap, the negative reaction is all too often slower to come and far more muted. Would anyone, for example, "sit still" for the withholding of medically indicated treatment from a newborn black infant simply because she is black? And yet, the AMA tells us that needed medical treatment can properly be withheld from a Down's syndrome infant solely by reason of her handicap—and there are those who nod in agreement.

Any number of convenient explanations are offered for these different reactions, ranging from historical rationalizations to contemporary misunderstandings—and none is satisfactory. The simple fact is that we suffer in this country from a heavy overdose of insensitivity to the "real world" barriers that daily confront handicapped individuals. Many of those who take for granted climbing a flight of stairs, opening and closing doors, "turning right on red," watching TV or listening to the radio—and always have—remain largely oblivious to the reality that these activities are often very difficult or impossible for millions of disabled Americans. Until recently, we were still paving city sidewalks without curbcuts and constructing public buildings without access ramps, not because of any venal intent to discriminate against the handicapped, but because no one gave any thought to the consequences.

To be sure, there is today a heightened awareness. And yet, the attitudinal barriers (that rest largely upon a foundation of ignorance and unfamiliarity) are considerable and persist. As the commentator George Will astutely observed in a recent speech before the Rehabilitation Institute of Chicago: "Our strong impulse is to shunt aside or turn away from the handicapped." In this connection, I hardly need to remind all of you of the impediments that still stand in the way of a barrier-free environment in higher education, for example—despite the strides that have been made by this group in promoting equal access for handicapped students.

The challenge for the future, of course, is how best, and most rapidly, to remove those remaining impediments. Some have suggested that resort to the courtroom is the most effective means to accomplish this desired and desirable end. While one cannot and should not discount the force of litigation, and we resort to it in appropriate cases, I must admit to a personal preference for greater reliance on future action that coincides much more closely with another of George Will's observations in his Chicago speech. "The next stage in the full acceptance of the handicapped into civic life," he stated, "must involve less recourse to judicial subtlety and more appeals to the community's sense of moral fitness. Progress based on anything other than a broad and stable sense of moral duty is progress resting on sand."

One of the overriding difficulties with turning to the judiciary to forge an all-out assault on attitudinal barriers—and it is those barriers that must come down before further meaningful movement can realistically be expected—is that courts are by and large ill-equipped to deal either sensitively or comprehensively with handicap issues. This is not a "slam" on the courts, but a recognition of inherent limitations that attend the judicial process.

A claim of handicap discrimination comes to court with relative infrequency, and it is invariably packaged—as are all litigated cases and controversies—in a factual setting that regularly circumscribes, rather than expands, the impact of the issue presented. The role of the court, if properly exercised, is decidedly *not* to fashion policy or gratuitously resolve disputes of a more generic character that might aid in the disposition of other cases not yet filed. Rather, it is to examine the complaint within the confines of existing constitutional and statutory protections to discern whether the unique circumstances in question (and each case is factually unique) fall within the intended scope of coverage. Reflect that the court's introduction to the issue is in all likelihood wedged in and around a host of other cases crowding its docket that involve wholly different matters not remotely related to disability concerns, and reflect further that the frame of reference for pronouncing judgment rests almost exclusively on the stilted prose of lawyers sparring intellectually with one another over the finer points of legal interpretation. That is, I would submit to you, hardly an environment well-suited to shaping disability policies.

Do not misunderstand me. The judicial arena serves a useful and important purpose, but as a forum for dispute resolution, not for overarching policy formulation. In *Southeastern Community College* v. *Davis*, for example, the Supreme Court ruled that a hearing-impaired applicant to a nursing school was not a "qualified handicapped person" within the meaning of Section 504 of the 1973 Rehabilitation Act because her hearing impairment would prevent her from participating in the clinical training portion of the school's program. Declaring that Congress intended Section 504 to be a nondiscrimination statute—not an affirmative action statute—the Court held that recipients of Federal financial assistance cannot be required under Section 504 to make program modifications for handicapped persons if to do so would result in a fundamental alteration in the nature of the funded program, or in undue financial and administrative burdens.

Note that the Court in *Davis* offered no views as to whether the legislative judgment of Congress was good or bad disability policy. Similarly, it remained silent on this matter when it revisited the issue on dissimilar fact in 1985 in *Alexander* v. *Choate*, and reiterated its view of *Davis* as potentially requiring modifications to accommodate qualified handicapped persons so long as those modifications do not fundamentally alter the program or result in undue financial and administrative burdens.

Much of the criticism of these decisions—as providing an unnecessary escape valve that releases recipients in many instances from the obligation to provide ready access to "otherwise qualified" disabled individuals—is, it seems to me, woefully misplaced. The quarrel on this score, by those holding such a view, is with Congress that fashioned the policy when it enacted Section 504, not the Court.

The same can be said for the celebrated decisions of the Supreme court in *Grove City* and, most recently, *Department of Transportation* v. *PVA*. In both cases, what was called into question were similarly worded antidiscrimination statutes that barred sex discrimination (Title IX of the Education Amendment Act), on the one hand, and handicap discrimination (Section 504 of the 1973 Rehabilitation Act), on the other hand, in programs and activities receiving federal financial assistance. The statutory prohibition was interpreted by the Court in each instance to have application only to the funded program, not to the entirety of the recipient's activities nor to incidental beneficiaries of the federally funded operation.

Criticism of the *Grove City* decision was swift and, for a while, feverpitched, but again misdirected. For the "programmatic" feature of these statutes, and their counterparts, was of Congress's doing, not the Court's, and that policy determination, if it is to be modified, is subject to change only at the hands of the legislature, not the judiciary.

There are other examples that no less forcefully underscore the point. In *Atascadero*, the Court ruled that Section 504 was not framed by Congress in sufficiently precise terms to permit a federal damages action to be brought against the state by a claimant of handicapped discrimination. In *Smith* v. *Robinson*, the failure of Congress to provide in The Education For All Handicapped Children's Act for recovery of attorneys' fees precluded a fee award to the successful claimant. And both of these decisions followed the Court's similar rulings in *Pennhurst I* and *Pennhurst II* that together made clear the need for Congress, as a condition of judicial enforcement, to frame most explicitly handicap legislation designed to impose accessibility requirements upon the States.

I am drifting again into my old habits of "lawyer talk," so let me leave the discussion of cases and bring my remarks to a close. No additional examples are really needed to offer the general observation that it is indeed a risky business to rely upon the courts to perform the wholly inappropriate task of shaping disability policy. Attitudinal barriers have, at best, been only marginally affected by judicial pronouncements in recent years; at worst, stereotypical misconceptions have been reinforced and hardened. The adversarial nature of the process necessarily leads to picking "winners" and "losers," which in itself can erect new barriers, rather than eliminate old ones.

Where then should one turn? The answer at its most simplistic level seems to be self-evident: the legislative branch. It is, after all, in the halls of Congress that national policies are born, shaped, and ultimately emerge in legislation. By its very nature, that process is geared to consensus building, rather than being litigious or antagonistic.

There is, however, a cautionary note that needs to be sounded. In recent years, the legislative strategy pursued by many (both within and outside the disability community) has endeavored to sweep within a single piece of legislation all manner of demands advanced by fragile coalitions of interest groups. Such overly ambitious efforts have faltered for the most part because multiple pieces of the intricate puzzle do not fit as comfortably as originally anticipated. Moreover, against the looming omnipresence of Gramm-Rudman-Hollings, Congress is increasingly leery about passing vaguely worded, expansive legislation that leaves to another day the difficult questions of funding and resource allocation among new programs.

Let me suggest a commonsense alternative. There are on the disability agenda any number of discrete policies that can serve as separate legislative building blocks that ultimately add up to a more comprehensive set of protections for handicapped citizens. Officials in the Administration have been working quietly with different representatives of disabled citizens in an effort to develop policy initiatives that are perhaps more modest than some might like, but certainly are every bit as important

—and, most significantly, are better calculated to meet with success in the legislative arena.

I want to be careful not to overstate the case. The message is not that we are prepared at this stage to endorse or support all (or even any particular) legislative or policy proposal offered by the handicapped community. But we do stand ready to engage in a collaborative effort to refine and prioritize disability policy objectives with an eye toward developing a mutually acceptable legislative agenda. Breaking down whatever communication barriers might exist in that regard is an essential ingredient to shaping public attitudes and a meaningful disability policy that ensures the full measure of acceptance in society of handicapped persons on equal footing with all others.

Thank you.

upcoming meetings/conferences

Second Annual Conference, "Computer Technology/Special Education/Rehabilitation." California State University-Northridge. October 16-18, 1986

Contact: Dr. Harry J. Murphy, CSUN, Office of Disabled Student Services, 18111 Nordhoff Street, Northridge, CA 91330. (818) 885-2578. (AHSSPPE members note: A 25% discount is offered to members of AHSSPPE for conference registration. You must indicate your AHSSPPE affiliation on your registration form.)

Fourth Annual Closing the Gap Conference—Microcomputer Technology for Special Education and Rehabilitation. Radisson South Hotel, Minneapolis, MN. October 23-25, 1986

Contact: Closing the Gap, Box 68, Henderson, MN 56044 (612) 248-3294.

Appropriateness of Academic Adjustments for Students With Learning Disabilities: Perceptions of Service Providers

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The increase in the number of students with learning disabilities attending colleges and universities has been accompanied by an increase in the number of articles in professional publications about their needs. Most of the articles address the responsibilities colleges and universities have to provide programs and services for learning disabled students (Abrams & Abrams, 1981; Blackburn & Iovacchini, 1982); discuss the characteristics of the learning disabled (LD) student (Cronin & Gerber, 1982; Kahn, 1981); suggest accommodations that should be provided to meet their needs (Brown, 1981; Matusky & Lasiewicz, 1981; Sedita, 1980; Smith, 1980); or describe programs operating on various campuses (Barbaro, 1982; Gajar et al., 1982; Ostertag et al., 1982).

Although much has been written about LD students in postsecondary settings and about programs and accommodations to meet their special and unique needs, little attention has been given to what adjustments are appropriate. P. S. Jastram (1979, p.19) predicted that the question of "how far it is reasonable or appropriate to go in waiving specific requirements or in modifying significant skill developing exercises in order to accommodate the limitations of a particular handicapped student" will be a persistent and difficult problem. Elliot (1984, p. 77) acknowledged the persistent nature of this problem and averred that "we need to do some serious consciousness raising and conscientious searching about sorting out this issue and addressing it."

PURPOSE

The special and unique needs of students with learning disabilities in higher education, the variety of proposed academic adjustments, and the lack of agreement about the appropriateness of possible academic adjustments are vivid examples of Jastram's prediction and support for Elliot's challenge. The purpose of this study was to identify the perceptions of staff who work with LD students at 2- or 4-year colleges or universities about the academic adjustments that should be available to these students. To this end, a study was conducted to answer the following questions:

1. What are the perceptions about academic adjustments that should be made available to learning disabled students?
2. Are there differences in perceptions about the appropriateness of academic adjustments between those staff working at public colleges and universities and those working at private colleges and universities?
3. Are there differences in perceptions about the appropriateness of academic adjustments between staff working at 2-year and staff working at 4-year institutions?
4. Are perceptions about academic adjustments affected by the number of years a person has been working with learning disabled students, the number of years they have been in their current position, and the percentage of time spent providing services for LD students?

METHOD

Survey research techniques were employed. A questionnaire containing 27 statements drawn from the literature about academic adjustments was developed (Goodin, 1984). The questionnaire asked respondents to assume that the adjustments were not available to all students and to indicate, using a Likert-type scale (5 = strongly agree; 1 = strongly disagree), the extent to which they agreed or disagreed that the adjustments should be made available to students with learning disabilities. In addition, comments about the various adjustments were solicited.

Questionnaires were sent to 586 AHSSPPE members who were involved in providing services to LD students at 2-year or 4-year colleges or universities. Forty-eight percent, 255 members, of the target population completed and returned the questionnaire. Most of the respondents (66.3%) were affiliated with a 4-year college or university; the majority were employed at a public college or university. Most of the repondents (59%) indicated that they had been in their current position for 4 or more years. Many of the respondents (68.6%) reported spending less than 30% of their time providing support services for LD students. Data about the respondents are presented in Table 1.

RESULTS

The respondents' perceptions about the academic adjustments, ranked by mean score (high to low), are presented in Table 2. Twelve items had a mean score of 4.09 or more. Most of the respondents (76% or more) either agreed or strongly agreed that these academic adjustments should be

Table 1
Profile of Respondents

	n	%		*n*	%
Type/Institution			**Control/Institution**		
College or univer.	169	66.3	Public	203	79.6
Com'ty or jr. coll.	70	27.3	Private	46	18.0
Other	15	5.9	No response	6	2.4
Total	255	99.5*	Total	255	100.0
Time Employed Providing Support Services for LD Students			**Time in Current Position**		
Less than 1 year	21	8.2	Less than 1 year	31	12.2
1-3 years	74	29.0	1-3 years	70	27.5
4-6 years	73	28.6	4-6 years	77	28.6
More than 6 years	80	31.4	More than 6 years	77	30.2
No response	7	2.7	No response	4	1.6
Total	255	99.9*	Total	255	99.9*
Time Spent Providing Support Services for LD Students					
Less than 10%	86	33.7			
10-30%	89	34.9			
31-50%	66	25.9			
75%	9	3.5			
No response	5	2.0			
Total	255	100.0			

*Note: Totals do not equal 100% because of rounding.

made available to LD students. Half of the 12 items in the category of high agreement deal with adjustments made in test-taking activities. There was a great deal of agreement that LD students should be given extra time to complete tests (mean = 4.64), allowed to dictate test answers to proctors (mean = 4.55), and allowed to respond orally to essay exams (mean = 4.40).

Three items had a mean score of 2.00 or less. A large number of respondents (74% or more) either disagreed or strongly disagreed that these adjustments should be made available to LD students. Two of the three adjustments relate to the role of proofreaders. Most of the respondents percieved that proofreaders should not be allowed to substitute higher level vocabulary in drafts (mean = 1.58) and not be allowed to reconstruct the draft (mean = 1.95).

The mean scores for the remaining adjustments fell within the range of 3.94 to 2.42. While these mean scores suggest that there was no agreement about whether the adjustments falling within this range should be made available for LD students, the percentage distributions for five of the items indicate that a majority of the respondents felt that the adjustments should be made available. More than 50% of the respondents agreed that learning disabled students should be given priority registration (mean =

Table 2
Perceptions about Academic Adjustments

Assuming that the following adjustments are not available to all students, students with learning disabilities should be...	Mean	S.D.	Agree	Neither Agree nor Disagree	Disagree
Allowed to tape-record lectures.	4.85	0.40	98.7	1.6	0.0
Given extra time to complete tests.	4.66	0.59	97.6	1.2	1.2
Allowed to take a proctored exam in another room.	4.64	0.57	96.0	3.6	0.4
Allowed to dictate test answers to proctors.	4.55	0.72	94.0	4.0	2.0
Allowed to respond orally to essay exams.	4.4	0.81	88.9	8.4	2.8
Allowed to use basic, four-function calculator in class.	4.35	0.8	88.8	8.4	2.8
Allowed to take fewer course hours per semester without losing financial aid eligibility.	4.23	1.07	82.6	8.3	9.2
Allowed to use basic, four-function calculator during an exam.	4.22	0.9	81.3	14.7	4.0
Given an opportunity to substitute alternate coursework in place of a foreign language requirement.	4.21	0.99	81.2	13.2	5.6
Allowed to have proofreaders indicate where mistakes are made so the student can make corrections.	4.19	0.98	84.5	7.5	8.0
Provided with alternatives to computer-scored answer sheets.	4.11	0.98	76.9	16.7	6.4
Allowed to take fewer course hourse per semester without losing full-time student status.	4.09	1.18	78.0	8.6	13.4
Given priority registration.	3.94	1.18	72.0	12.6	15.3
Given extended deadlines to complete class projects.	3.68	1.18	64.2	16.7	19.1
Provided with copies of the instructor's lecture notes for classes which the student attended.	3.56	1.12	54.3	31.2	15.4
Allowed to take essay exams rather than multiple-choice tests.	3.31	1.20	43.9	34.4	21.8
Allowed to have proofreaders correct grammar and punctuation in written assignments.	3.26	1.34	52.2	16.2	31.6
Exempted from being penalized for incorrect punctuation.	3.21	1.12	40.2	33.7	26.1
Given partial credit for work shown even when the final answer is incorrect.	3.21	1.17	42.4	32.0	25.6
Allowed to have a proctor rephrase test questions that are not understood by the student.	3.13	1.30	50.0	21.4	28.6
Given objective tests with a limited number of alternative responses.	3.06	1.14	34.4	37.6	28.0
Exempted from being penalized for misspellings.	3.00	1.21	46.0	29.4	24.6
Exempted from being penalized for poor grammar.	2.86	1.07	25.8	35.5	38.7
Allowed to withdraw from class after the last regular date for withdrawal without receiving an "F" for the course.	2.42	1.30	22.5	16.2	61.2
Exempted from academic probation and dismissal policies.	2.00	1.03	11.1	14.2	74.8
Allowed to have proofreaders reconstruct the draft.	1.95	0.95	8.8	12.4	78.7
Allowed to have proofreaders substitute higher level vocabulary in the draft.	1.58	0.72	0.80	9.9	89.4

Note: Agree represents the percentage of respondents checking Agree or Strongly Agree; Disagree represents the percentage checking Disagree or Strongly Disagree.

3.94); given extended deadlines to complete class projects (mean = 3.68); provided with copies of instructor's notes (mean = 3.56); allowed to have proofreaders correct grammar and punctuation in written assignments (mean = 3.26); and allowed to have a proctor rephrase test questions (mean = 3.13).

In the main, there was a great deal of agreement that most of the proposed adjustments to test-taking activities should be made available to learning disabled students and that proofreaders should not be permitted to alter the students' work. This pattern of response was also present, with few significant differences, when the mean scores were analyzed after being broken down by type of institution, control of institution, time employed in positions providing support for learning disabled students, time in current position, and time spent providing support services for LD students. A summary of the statistically significant differences follows.

A greater number of respondents from community college settings than respondents from college or university settings agreed that LD students should be provided with alternatives to computer-scored answer sheets ($p < .001$) and allowed to have proctors rephrase test questions not understood by the student ($p < .05$)

A greater number of respondents affiliated with private institutions than respondents from public institutions agreed that LD students should be allowed to take fewer courses per semester without losing full-time student status ($p = .001$) and without losing financial aid eligibility ($p < .0005$). A greater number of respondents from public institutions agreed that LD students should be allowed to respond orally to essay exams ($p < .05$).

Respondents employed less than 1 year in positions providing support services for LD students agreed to a greater extent than those employed for longer periods of time that these students should be allowed to take fewer course hours per semester without losing full-time student status ($p < .05$) or without losing financial aid elegibility ($p < .05$). This group also agreed to a greater extent than the others that LD students should be allowed to respond orally to essay examinations ($p = .01$) and given objective tests with a limited number of alternative responses ($p < .005$). Respondents with 4 to 6 years experience agreed to a greater extent than those with either more or less experience that LD students should be provided with alternatives to computer-scored answer sheets ($p < .005$).

Respondents who have been in their current positions less than 1 year agreed, to a greater extent than those who had been in their current positions longer, that LD students should be allowed to take fewer course hours without losing full-time student status ($p < .005$) and without losing financial aid eligibility ($p < .05$). Further, this group agreed that LD students should be provided with alternatives to computer-scored answer sheets ($p < .005$); allowed to respond orally to essay exams ($p < .05$); given partial credit for work shown even when the final answer is incorrect ($p < .05$); and provided with copies of the instructor's lecture notes for classes which the students attend.

Those respondents who stated that they spent more than 50% of their time providing services to LD students agreed to a greater extent than those who spent a smaller portion of their time working with these students that LD students should be allowed to dictate test answers to a proctor ($p < .05$) and respond orally to esay examinations ($p < .01$).

CONCLUSION

The data lend support to three conclusions. First, the respondents generally agreed that the proposed adjustments to test-taking activities, with one exception, should be made available to learning disabled students. The exception is the extent of agreement about giving LD students objective tests with a limited number of alternative responses. Second, the repondents agreed, again with one exception, that proofreaders should not be allowed to make changes in work completed by learning disabled students. While most repondents agreed that proofreaders should not be permitted to substitute higher level vocabulary in drafts and reconstruct drafts, there was no agreement about whether proofreaders should be permitted to correct grammar and punctuation in written assignments. Finally, the data indicate that the respondents agreed that LD students should be allowed to take fewer course hours per semester without penalty and that these students should not be exempted from academic probation and dismissal policies or allowed to withdraw, after established dates, without penalty.

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The Association on Handicapped Student Service Programs in Postsecondary Education is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. Since AHSSPPE began in 1978, its membership has grown to over 500 individuals from more than 350 institutions. The Association has sponsored numerous workshops and conferences that have focused on common problems and solutions in upgrading the quality of services available for handicapped students within postsecondary institutions.

GUIDELINES FOR AUTHORS

The *Bulletin* welcomes manuscript submissions that are of an innovative nature and relevant to the theory and practice of providing postsecondary support services to students with disabilities. Shorter articles of 500 words or less that are of an opinionated nature, including reviews of professional literature, are also invited.

- Manuscript submissions should not exceed 20 typewritten pages. Feature articles submitted will be evaluated through blind review. An original and 4 copies should be furnished.
- Indicate whether or not your submission has been published or submitted elsewhere.
- Each manuscript should have a cover sheet that provides the names and affiliations of all authors and the address of the principal author.
- Authors should refrain from entering their names on pages of the manuscript.
- Manuscripts should be typed, double-spaced, with adequate margins.
- Do not send original artwork; it will be requested upon article acceptance.
- Refer to *The Publications Manual* (3rd ed.), American Psychological Association, 1983, for style guidelines.
- Authors should avoid the use of sexist language and the generic masculine pronoun.
- Authors will be notified by mail upon receipt of their manuscripts.

Manuscript submissions by AHSSPPE members are especially welcome. The *Bulletin* reserves the right to edit all material for space and style. Authors will be notified of changes.

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Carroll Jo Moore, Betty J. Newlon, & Nan Nye

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president's message

In my last message as President of AHSSPPE, I'd like to reflect and share some thoughts regarding our recent conference, our Association, and the field of disabled student services.

First a very public thank you to Sharon Bonney and her excellent committee for our excellent conference! The programming level (depth and variety), coupled with careful planning and arrangement, enabled our attendees to discuss most of the topics that are so important to us. In addition, the oportunity to be together with so many fine individuals in such agreeable surroundings was delightful. The annual AHSSPPE conference has indeed become a very special event.

As I step back and take a look at AHSSPPE, feelings of pride and optimism are predominant.

The feeling of pride is engendered by our excellent progress in just over 9 years. Few organizations of our young age and modest membership size have achieved the levels of staffing, service, publications, fiscal solvency, and advocacy that AHSSPPE has attained. The individual committment and institutional support that have made this achievement possible is nothing short of amazing. Sincerely, nobody among the group of folks in a Ramada Inn room in Dayton, Ohio, a few years back would have predicted such growth.

Optimism is based on my feeling that the work in which we are engaged is simply too important to stand still or fall back. New ideas and leadership continue to surface. The Association has shown a unique willingness to examine its work and plan for the future. The factionalism, cabals, and pettiness that one might have predicted by this stage of our development have simply not occurred. Like-minded individuals have kept our mission in the forefront. As Pat Pierce assumes the leadership, AHSSPPE will be well served. It would be difficult to extend enough kudos to our Executive Director, Jane Jarrow: Well done!

Reflecting on the field of disabled student services, I would offer the following thoughts:

- We should first and foremost seek to provide growth and development opportunities for disabled students. While "providing" service is an important function, our emphasis should be on "stretching," not just serving.
- We must do all we can to reverse the pernicious trend of inadequate preparation and relative lack of autonomy characteristic of disabled students prior to their postsecondary work. The lack of proper transition for so many of these students is nothing short of tragic.

- We should be most concerned with the professional training and experience of those serving in DSS roles. It is likely that a significant percentage of people in this field will have split assignments and limited time in the field. Nevertheless, the educational and student development needs of disabled students are so important that AHSSPPE must exert great effort toward quality professional preparation.

It has been a pleasure and an honor to serve as President of the Association on Handicapped Student Service Programs in Postsecodary Education. Special thanks to the many wonderful people who made my experience so very special!

Richard Harris
Ball State University

association news

CAS STANDARD AND GUIDELINES FOR STUDENT SERVICES/DEVELOPMENT PROGRAMS

The following "General Standards" and "Standards and Guidelines for Disabled Student Services" are reprinted for the information of *Bulletin* readers. The standards are published by the Council for the Advancement of Standards for Student Services/Development Programs. In addition to the "General Standards" and "Standards and Guidelines for Disabled Student Services," 15 other areas of student affairs are covered: academic advising, career planning and placement, college unions, commuter student programs, counseling services, fraternity and sorority programs, housing and residential life programs, judicial programs, learning assistance programs, minority student programs and services, recreational sports, religious programs, research and evaluation programs, student activities, and student orientation programs.

The Council developed these standards collaboratively with 21 professional organizations, including AHSSPPE. The standards are the result of 6 years of work by member organizations and represent a concerted effort of higher education student services and student developmental program professionals to establish criteria and guidelines for the field.

It is important for *Bulletin* readers to note that the functional area of "Disabled Student Services Standards and Guidelines" is incomplete without the "General Standards." The complete "CAS Standards and Guidelines for Student Services/Development Programs" can be ordered prepaid for $2.50 per copy. For first class postage, add $2.00 per copy, for a total of $4.50. Institutional purchase orders or other nonprepaid orders cannot be honored. Checks should be made payable to CAS and directed to:

CAS
Office of Student Affairs
2108 N. Administration Building
University of Maryland
College Park, MD 20742
Attn: Linda Scovitch

GENERAL STANDARDS

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) development and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within postsecondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. **Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.**

Since institutions vary in size, character, location, and type of student, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager,

must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on the continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to advocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Paraprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, paraprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly disabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; atendance at professional association meetings, conferences, and workshops; and other professional development activities. In addtion to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obigations apply to all individuals employed in student services/development programs, for example:

> All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.
>
> All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.
>
> All staff members must ensure that students are provided access to services on a fair and equitable basis.
>
> All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.
>
> Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.
>
> Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) ... is used as the basis for such decisions or outcomes ..., (3) ... has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).)
>
> All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they

must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

STANDARDS AND GUIDELINES FOR DISABLED STUDENT SERVICES

Mission

See General Standards

Two primary purposes of the disabled student services are to improve the educational development of disabled students and to improve the understanding and support of the campus environment. The mission must be accomplished through direct assistance to disabled students, encouragement of their independence, creation and maintenance of an accessible physical environment, and the provision of a supportive psychological environment so students may achieve their educational objectives.

To ensure fulfillment of the mission, the services must have a clear set of goals which reflect the institution's characteristics and which:

- **advocate responsibly the needs of disabled students to the campus so that nondisabled individuals gain a general awareness of and sensitivity to disabled students' circumstances;**

  Responsible advocacy is necessary to ensure that the campus community is sufficiently aware of disabled students' needs so they are appropriately responsive to them. Attention should be given to students to ensure that each qualified individual receives equal access to services regardless of the type, extent, or duration of the disability.

- **conduct assessment of the needs of disabled students and the campus units with which they interact in meeting those needs;**

  These services should provide the primary source of information about disabled persons. Efforts should be made to develop multiple means of disseminating information in an effort to reduce attitudinal barriers.

  Some needs assessments will be formally structured, others informally, based upon ongoing experience with disabled students and units with which they interact. Assessments should be made systematically on a regular basis and address the academic, social, and physical needs of students as well as the psychological and physical environments of the campus. In turn, assessment findings should influence how present services are provided and suggest services for future development.

- **coordinate actions, policies, and procedures by individuals, units, and departments which affect disabled students;**

The services should coordinate rather than duplicate the programs and activities offered by other campus agencies. The services should work toward a positive social and psychological environment that encourages rather than discourages the progress of individual disabled students and their integration within the general student body.

- **assure that disabled students have equal access to all institutional programs and services.**

  The services should provide direct assistance to individual disabled students, as needed, to assure them equal access to the institution's programs and services. This direct assistance may take various forms depending on the specific population to be served and the services available elsewhere, both on and off campus. Commonly provided services may include the provision of specialized assistance or equipment.

  In addition to providing direct assistance to disabled students, the disabled student services should assist institutional staff in developing positive attitudes toward the disabled.

  The services should play a major role in seeing that the institution, as a whole, is knowledgeable about and in compliance with legal requirements for access under Section 504 of the Rehabilitation Act of 1973.

Program

See General Standards

The program must provide those physical and/or academic support services which cannot be provided adequately or developed by other campus departments or services. However organized, the following components must be among those offered:

- **Identification of disabled students who are eligible for services and determination of appropriate services**

  Special attention should be given to making effective use of existing resources to avoid costly duplication of services and to ensuring that all campus offices/services are able to meet the needs of disabled students.

  The staff should make continuous efforts to identify all eligible disabled students and to encourage self-disclosure.

  Each disabled student requesting services should be screened in an intake interview. For disabilities that cannot be verified in an interview, documentation should be requested from physicians or diagnostic services.

  Information on the student's disability and its effect on academic performance and participation in campus life should be evaluated in order to provide adequate and appropriate services.

- **Provision of direct assistance to individual disabled students**

A primary activity of the program is the provision of direct support services to individual disabled students. The services provided will vary among insititutions based on the disabled population and the services available elsewhere on the campus and in the community.

Support services should be designed to give disabled students the opportunity for access to campus programs and services as well as to meet the accessibility requirements of *Section 504* of the Rehabilitation Act of 1973.

The following types of direct support services should be available on most campuses: aides, readers, scribes, sign language and oral interpreters, and notetakers. Assistive devices such as print enlargers, tape recorders, and adaptations of standard equipment when appropriate should be available.

Personal assistance for independent living is not required. Attendant care and equipment for private use may be considered for inclusion in the program, if funds are available.

- **Provision of high quality individual and group counseling and advising to disabled students**

The nature of couseling and advising services offered will be determined by the particular qualifications of staff members and by the availability of such resources at each campus.

Counseling and advising services should address the unique needs of disabled students and particularly focus on those strategies needed by disabled individuals to cope with and succeed in a college environment.

Staff members should refer those students needing emergency, intensive, or specialized therapeutic help.

- **Provision of consultative and/or training assistance to campus and community agencies**

Staff members with expertise should serve as consultants and technical assistants to departmental units and faculty to increase awareness and knowledge of disabled students' limitations and abilities. The services should also provide information on various academic accommodations including alternative teaching and testing techniques.

The staff should provide information and technical assistance, including professional development activities, to other campus agencies that serve students, so that they can give direct assistance to disabled students.

The services should be available as a campus training resource for students in human services disciplines. Designated staff members may serve as practicum instructors or intern supervisors.

- **Dissemination to the campus community of information about needs and legal rights of disabled students**

Information regarding the availability of services for disabled students should be included in all major campus publications such as bulletins, student handbooks, recruitment materials, and class schedules. All publications should identify a contact point where disabled persons can obtain accessibility information. Disabled persons should be acknowledged in the institution's nondiscrimination statements.

Policies and procedures such as life safety and evacuation plans should be modified to accommodate disabled students' needs.

The services should ensure that published materials, such as brochures, student and faculty handbooks, and maps are available and properly distributed to disabled students.

All publications should be regularly reviewed and updated to reflect the level of current services and populations served. The means should be available to provide printed information in alternate formats such as large print, braille, or tape recordings, if required.

Organization and Administration

See General Standards

The scope and structure of the administrative organization of disabled student services must be governed by the size, nature, and complexity of the institution and services offered. Most colleges and universities do not have a separate office or center for disabled student services. In such instances, a particular officer of the institution must be designated to provide direction and supervision so as to accomplish the program described herein.

The centrally organized services should be placed in the administrative structure to maximize the opportunity to work within the institution to develop and direct program activities effectively. Such services may function as an autonomous unit or component within the divisions of either student affairs or academic affairs. The services should involve advisory bodies of disabled students, particularly if no staff are disabled.

Human Resources

See General Standards

The institution must employ or designate adequate and qualified professional staff to provide for the unique needs of disabled students, to offer consultation to faculty and staff, and to serve as advocates for disabled students. To be qualified, professional staff members must have a graduate degree in a relevant field of study or an equivalent combination of education and experience.

Professional staff members should assist disabled students to accomplish their educational, personal, and social goals. Assistance should include: (a) developing and implementing programs and services; (b) consulting with faculty and staff on matters of reasonable accommodation; and (c) advocating for the improvement of the quality of life of disabled students. To be qualified, professional staff members should have a graduate degree from a relevant academic program such as student personnel, counseling, special education, psychology, or rehabilitation counseling.

Courses of study in content areas relevant to disabled student services might include research methodologies, counseling theories and techniques, the college student, occupational choice theory, medical aspects of disability, psychosocial aspects of disability, administration and interpretation of diagnostic tests, learning disabilities, program evaluation, disability and sexuality, law and the disabled, and student personnel administration.

Support staff such as interpreters, readers, aides, scribes, lab assistants, and office assistants should possess the academic preparation, experience, abilities, professional interest, and competencies essential for the efficient operation of services. Sign language and oral interpreters should have appropriate certification.

Support staff may include undergraduate or graduate students. Adequate training and supervision are essential.

Clerical and support staff should possess special knowledge and training in use of equipment unique to disabled students. Staff assignments should take into account the benefits of employing disabled persons.

Funding

See General Standards

The institution must provide financial resources that ensure effective services for disabled students consistent with the mission statement in this standard and which allow the institution to fulfill its obligations under Section 504 of the Rehabilitation Act of 1973.

In addition to normal budget categories, any designated staff member or separately organized disabled student service may have special budgetary requirements. These items may include the purchase and maintenance of special equipment necessary to provide access for disabled students to institutional programs. Necessary equipment may include telephone communication devices for the deaf (TDD) for office use, talking computer terminals, reading machines, devices for enlarging print, braillers, and variable speed tape recorders where needed. (This does not include personal equipment such as wheelchairs, hearing aids, or braces, etc.) The number and nature of such devices that are provided should be governed by the needs of the disabled student population and the capacity of the institution to provide them.

Facilities

See General Standards

The service must be conveniently located on campus and readily accessible to disabled students.

Any facilities designated for these services should be designed to allow for simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality. All furniture, space, and equipment should be accessible. Particular concern should be given to such things as restrooms, water fountains, elevators and corridors. In addition, such facilities should:

- provide access to appropriate space for counseling, reading, writing, and other activities that require confidentiality or intense concentration;
- provide adequate space at appropriate campus locations for assistive devices such as tape recorders, braillers, word processors, closed circuit devices for enlarging print, and equipment with speech output (computers, calculators, and reading machines) for student use;
- have an identifiable and accessible information area;
- have adequate handicapped parking as near as possible to an accessible entrance; and
- have adequate warning devices such as strobe/buzzer fire alarms for emergencies.

Campus and Community Relations

See General Standards

The services must maintain good working relationships with campus and community service agencies to ensure that disabled students receive necessary and equitable services.

The services should take an active role in the coordination of the institution's response to the needs of disabled students. This is essential to ensure continuity of services, resource management, consistent institutional policies, and the integration of disabled students into the total campus experience.

The services should maintain a high degree of visibility with the academic units through direct promotion and delivery of services, through involvement in determining what constitutes reasonable accommodation, and through promoting increased understanding of the special needs of students with disabilities.

The services should be informed about, and actively involved in, influencing and affecting the policies and practices of other agencies which directly affect disabled students. These include areas such as admissions, orientation, academic advising, counseling, career planning and placement, housing, transportation and parking, financial aid, health services, safety and security, scheduling, and public information as well as campus-wide committees that bear on these agencies and their services.

Disabled service staff members should be particularly cognizant of the fact that for many disabled students the institution is only one part of their support system. Some important needs of disabled students are met through interaction with community agencies such as state vocational rehabilitation, veterans administration, social security, and other social service agencies. The disabled student service staff should act as a liaison between student services, academic services, and community services on behalf of disabled students.

Ethics

See General Standards

Any professional service staff member concerned with disabled students should maintain objectivity in relationships with disabled students and should advocate similar objectivity among other members of the campus community.

Evaluation

See General Standards

To determine the effectiveness of the organization and administration of the services a data collection system should be implemented. Program evaluation should be obtained from designated staff members, student, users, and faculty members.

An analysis of population characteristics and trends in disabled student services use should be conducted. Data should be compiled annually on attrition and graduation rates for students using the services.

The services should include on its advisory bodies disabled students and other disabled persons particularly if no program staff members are disabled.

on campus reporter

HANDICAPPED DISCUSSION GROUP ON BITNET

Dr. Bob Puyear, Zoology Dept., North Dakota State University, Fargo, ND 58105.

I would like to introduce you to and descibe a new discussion group that has been formed on BITNET.

This handicapped discussion group "meets" on an electronic computer network called BITNET. Currently there are more than 115 individuals, computer centers, or community computer bulletin boards subscribing to this list. Some people who use BITNET are handicapped themselves, while others know handicapped people and want to find out what might be available to help them. This help could be in the form of assistive devices, programs for microcomputers, microcomputers, Braillers, printers, etc.

BITNET is an international computer network that connects more than 850 institutions of higher education together electronically by telephone lines and/or satellites. So far the network includes locations in Japan, Korea, Canada, England, Holland, West Germany, and numerous institutions in the United States. The advantage of this system over the traditional means of communication, such as mail or telephone, is that it is free to users provided the home institution subscribes to this service. To find out if your institution subscribes, check with your campus computer center.

To get registered you need to send me mail to one of the following adresses listed below. Your computer center can help identify which number to use to send me mail.

NU025213@NDSUVM1 on (BITNET, EARN, or NetNorth)
NU025213%NDSUVM1.BITNET@WISCVM.WISC.EDU on ARPANET)
...!psuvax1!NDSUVM1.BITNET!NU025213 (UUCP)

Once you have registered you can send mail to everyone on the list or to individuals with a single command. When enough individuals use BITNET you will be able to ask questions like: What software do I use with this LD student? What equipment do I need for a visually impaired student? Recently this last question was asked and a number of users responded. One document was about 20 pages long. This system can be used to send manuscripts to someone for peer review or back and forth in the case of joint authorship. You can also use BITNET to make users aware of papers, books, or meetings. These are only a few examples. The use is only limited by your imagination.

FLORIDA GRANTS LICENSE TO DeSISTO COLLEGE—NATION'S FIRST FOR BOTH LEARNING AND EMOTIONALLY DISABLED STUDENTS

In a unanimous decision, the Florida State Board of Independent Colleges and Universities granted the DeSisto College a temporary license of operation on March 24, announced Marsha Glines, president of the new college.

The DeSisto College is the first of its kind in the nation to offer a curriculum for learning disabled and alternative-style learning students. Of the 3500 colleges and universities in the United States, approximately 250 are listed as carrying programs for the learning disabled but none are geared totally to meet both the academic and emotional needs of these types of students. The school witll combine academic training for the degree in human services and emotional therapy, in order to create a balance for such students who have not had successful educational experiences in the past.

DeSisto is accepting students from all over the country who are bright, nontraditional learners and interested in a Bachelor of Arts in human services. It will provide classroom studies and hands-on field work within the community, to give students cognitive and practical knowledge.

The Board's approval was granted after the college, located in Howey-in-the-Hills, Florida, provided the required application package describing the school's philosophy, layout, curriculum, administrative credentials, and goals. Following an on-site visit, the institution was recognized as having met the recommended standards by the 9-member board at the public meeting. The action allows the college, formerly known as the DeSisto College Project, to actively recruit, advertise, and operate. The temporary license will cover the school's first 24 months, after which the Board will re-evaluate the college's performance and enrollment and will grant a permanent license.

The college is an extension of three current DiSisto preparatory schools specifically aimed at problem teenagers. The schools deal with adolescents who have histories of anorexia, bulimia, depression, drug addiction, or suicide attempts, with an impressive success rate: 90% go on to college from the campuses in Howey-in-the-Hills and Stockbridge, Massachusetts.

Florida legislators Representative Everett Kelly and U.S. Senator Lawton Chiles both expressed support and great enthusiasm for the Board's approval. "The DeSisto College is an institution which will fulfill a gap in higher education opportunities," said Chiles. "The DeSisto Schools have a very impressive track record in doing for education what all of our money and legislative efforts have not been able to accomplish in the public schools," agreed Rep. Kelly.

NOTETAKING SURVEY

The University of Arizona Disabled Student Services conducted a notetaking survey in December of 1985. Since the programs surveyed were drawn from the AHSSPPE Directory, a brief summary of the results follows for the information of the membership. Four hundred and ten surveys were sent and 201 were returned, a 49% return rate. Responses were grouped to indicate type of institution (2 year or 4 year school).

1. Does your program provide notetaking services?

	2 year	4 year
No	4%	7%
Volunteer	20%	36%
Paid	75%	56%

2. Of the paid programs, how are they funded? (Most programs indicated more than one funding source.)

	2 year	4 year
Outside sources	57%	50%
Institutional funds	16%	25%
Student fees	3%	4%
Volunteers	23%	20%

3. What is the hourly pay rate for notetakers? (Some programs did not pay by the hour but by the semester, class, or reinbursement of housing or tuition.)

	2 Year	4 year
Below minimum wage	7%	3%
Minimum wage ($3.35)	43%	35%
Between $3.35 & $4	11%	37%
Between $4 & $5	27%	18%
Above $5 (included other responsibilities)	11%	6%

4. How is eligibility determined ? (more than one category possible)

	2 year	4 year
Self-perceived need	21%	25%
Disability	84%	93%
VR authorization	3%	2%
Course content	2%	2%

5. Which disability groups qualify for notetaking service? (more than one category possible)

	2 year	4 year
All disability groups	68%	74%
NOT visually impaired	7%	9%
NOT mobility impaired	13%	9%
NOT learning disabled	8%	9%
ONLY hearing impaired	4%	8%

6. Must student choose between notetaking and another program service?

	2 year	4 year
No	92%	92%
Notetaking & interpreting	5%	6%
Notetaking & tutoring	2%	0
Notetaking & taping	1%	0
Notetaking & any other	0	2%

7. Are notetaking services limited in some manner? (more than one category possible)

	2 year	4 year
No	56%	66%
By available resources	0	9%
By counselor judgment	42%	25%
By type of course	1%	1%

8. What other program services are available? (more than one category possible)

Programs with volunteer notetaking service:

	2 year	4 year
All other services paid	31%	31%
Interpreting not available	18%	16%
Writing NOT paid	62%	51%
Reading NOT paid	43%	44%
Tutoring NOT paid	18%	20%

Programs paid notetaking service:

	2 year	4 year
All other services paid	69%	55%
Interpreting not available	12%	17%
Writing NOT paid	7%	25%
Reading NOT paid	7%	18%
Tutoring NOT paid	7%	8%

Three recent press releases from the American Foundation for the Blind, Inc., give information that will be useful for campuses serving students who are blind and visually impaired.

BLINDNESS ORGANIZATION OPENS TECHNOLOGY CENTER

Computerized braille, voice output devices, and large-print displays were among high-tech equipment and software programs demonstrated at the opening on January 14, 1986, of a National Technology Center established by the American Foundation for the Blind to help blind and visually impaired people participate fully in the computer age.

The center will focus on high technology research and development, evaluation, and database services to enable blind people to access and work with the same information as their sighted peers on the job and at home, school, and leisure.

"The equalizing potential high technology offers visually handicapped people is a goal to which we are very committed," said William F. Gallagher, Executive Director of the American Foundation for the Blind (AFB), a national nonprofit organization well known as the cause supported by Helen Keller.

"For blind and visually impaired people to have an equal opportunity in today's increasingly complex technological environment, they must have access to the rapidly developing field of computers," Mr. Gallagher added.

He pointed out, for example, that visually impaired students need access to the increasing number of educational materials that interact with computer technology, while employers as well as blind workers must be informed of new equipment and advances that provide better employment opportunities and help increase productivity.

Elliot Schreier, Director of the National Technology Center, said the facility would serve as a resource center for blind and visually impaired people as well as professionals in the blindness field, employers, researchers, and companies developing and manufacturing special aids and devices.

"As we design and develop aids and devices and compile data to meet the present and future needs of blind and visually impaired people, our goal is to create better opportunities for education, employment, and independent living," Mr. Schreier said.

"The technology center will evaluate new and existing devices and report results, provide information on consumer products, training courses, funding sources, and names and comments of users of adapted equipment as well as previous evaluations of devices," he added.

The National Technology Center, located at AFB's New York headquarters, was made possible in part by grants from the United Parcel Service Foundation, the Jessie Ball duPont Religious, Charitable and Educational Fund, New York Community Trust, and the IBM Corporation.

For more information about the National Technology Center, contact Elliot Schreier, Director, National Technology Center, American Foundation for the Blind, 15 W. 16th Street, New York, NY 10011; (212) 620-2020.

AFB ESTABLISHES TELEPHONE HOTLINE

The American Foundation for the Blind (AFB) has established a free telephone hotline to answer queries about products, books, services, technology, and requests for general information about blindness.

The AFB Hotline, 800-AFBLIND (232-5463) is in operation from 8:30 a.m. to 4:30 p.m. Eastern Standard or Eastern Daylight Time, Monday through Friday. Calls to the hotline can be made from anywhere in the contiguous continental United States. New York residents should use (212) 620-2174 to reach the hotline.

"Through the AFB Hotline we hope to provide consumers and professionals in the field with a faster and more efficient means of getting comprehensive, up-to-date information about blindness and visual impairment," said AFB Executive Director William F. Gallagher.

NEW BOOK DISCUSSES TECHNOLOGY AND THE FUTURE OF WORK FOR DISABLED PEOPLE

The present and future impact of new technology on disabled people in the workplace is discussed in a new book published jointly by the American Foundation for the Blind (AFB) and the President's Committee on Employment of the Handicapped (PCEH).

The book, *THE FUTURE OF WORK FOR DISABLED PEOPLE: Employment and the New Technology*, is a compilation of papers presented at a May 1985 symposium of the same name and cosponsored by AFB and PCEH. Papers were presented by experts in a variety of disciplines, including education, rehabilitation, employment, research, and economics.

The publication, which features a forward by U.S. Senate Majority Leader Robert Dole, stresses that technology by itself should not determine employment for disabled people. Rather, technology must be integrated into the entire spectrum of the social, political and rehabilitation process.

"Not only must we be convinced that persons with disabilities can be trained to perform any job, we must also convince ourselves that —aided by the new technology—suitable training and thoughtful placements can even make handicaps disappear. The impairment may remain, but foresight and planning can actually dissolve the effects of disability at the workplace," writes Dole.

THE FUTURE OF WORK is divided into three sections: "The Work Content," "The Changing Workplace," and "The Future." It addresses a wide range of issues, many of them controversial. "The Changing Workplace," for example, explores the future of employment for disabled people from four viewpoints: a disabled technologist, the employer, the union, and the educator.

"The idea of seeking expert advice concerning the future of work and relating it to the changing nature of rehabilitation is not an original proposition," writes William F. Gallagher, AFB executive director, and Edmond Leonard, PCEH director of programs, in the book's preface.

"However, both the American Foundation and the President's Committee felt there was insufficient national commitment to bring the relationship into sharp focus," add Gallagher and Leonard. "By employing a multi-disciplinary approach to the challenges and opportunities facing disabled workers in the future, not only a broader spectrum, but a broader contrast should make the relationship and its ramifications more apparent. That was the theory we followed."

THE FUTURE OF WORK FOR DISABLED PEOPLE: Employment and the New Technology is available in print or on cassette for $10 prepaid from the American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

legal and legislative news

Editor's note: The summer issue of the *Bulletin* contained the text of Assistant Attorney General William Bradford Reynold's address to the 1986 AHSSPPE Conference. These follow up comments are in response to questions submitted by Pat Pierce.

Dear Pat:

I very much enjoyed having the opportunity to speak at this year's AHSSPPE conference in San Diego. I would be happy to respond to the additional questions that you have submitted.

1. In the legislative arena we are currently working on several measures to protect the rights of disabled persons. We worked with members of Congress and advocacy groups; to fashion the recently enacted bill that overturns *Smith v. Robinson*, 104 S. Ct. 3457 (1984). The new law secures the right to attorney's fees under the Education of the Handicapped Act (EHA) and makes clear that EHA is not intended to supplant section 504 in cases where the two statutes would provide overlapping coverage. We are also working with members of Congress on proposed legislation to overturn another Supreme Court decision, *Atascadero State Hospital v. Scanlon*, 105 S. Ct. 3142 (1985), an 11th amendment decision that barred section 504 suits against State governments in Federal court. In *Department of Transportation v. Paralyzed Veterans of America*, 106 S. Ct. 2705 (1986), the Supreme Court held that section 504 does not cover airlines using federally assisted airports. In response, we are supporting a bill barring discrimination by airlines against handicapped persons. The Administration also favors extending the protections of the Fair Housing Act to disabled persons and is actively supporting legislation to that effect introduced by Senator Dole. In addition to working in these areas to protect and expand the legal rights of disabled persons, the Administration is also exploring possible initiatives to eliminate needless disincentives to employment and independent living that inhere in a range of Federal benefit and grant programs involving disabled persons.

2. In the area of legal policy, the Department of Justice, Office of Legal Counsel, at the request of the Department of Health and Human Services, recently considered the difficult issues involved in determining the extent to which section 504 affords protection to persons suffering from AIDS or AIDS-related complex or to persons merely carrying the AIDS virus. In this opinion the Department of Justice concluded that the disabling effects of AIDS constitutes [sic] a handicap within the meaning of section 504 and that discrimination on the basis of such disabling effects falls within section 504. Contagiousness, however, is not a handicap and

the perception that someone is contagious is likewise not a perception that the person is handicapped. In short, unless it is a pretext for discrimination, action taken by a recipient of Federal assistance based on the contagiousness or fear of contagiousness of AIDS or other diseases is not prohibited by section 504. We believe that these general principles apply with equal force to section 504 coverage in the context of higher education.

3. As an issuance of the Office of Legal Counsel, the AIDS opinion constitutes official legal guidance to the Executive branch. The Attorney General also has authority under Executive Order 12250, 3 C.F.R. 298 (1981), to ensure the uniform application of section 504 by Executive agencies.

4. You questioned whether the civil rights enforcement policies of Federal funding agencies were "program-specific" prior to this Administration and the Supreme Court's opinion in *Grove City College v. Bell*, 465 U.S. 555 (1984). Although a few agencies viewed the coverage as institution-wide, we do not believe that all agencies did. Moreover, even before *Grove City*, many courts had ruled that the coverage was program-specific. *See, e.g., Hillsdale College v. Department of Health, Education and Welfare*, 696 F.2d 418 (6th Cir. 1982) (Federal scholarship and loan aid to a college subjects only the college's student aid program to title IX coverage), *vacated and remanded in light of Grove City College v. Bell*, 465 U.S. 555 (1984); *Dougherty County School System v. Bell*, 694 F.2d 78 (5th Cir. 1982) (reaffirming earlier decision holding that title IX is program-specific); *Rice v. President and Fellows of Harvard College*, 663 F.2d 336 (1st Cir. 1981) (assistance provided to the Harvard Law School financial aid program, apparently through a college work-study program, does not constitute assistance to the entire law school educational program; Title IX complaint must allege discrimination in the particular assisted program within the institution), *cert. denied*, 102 S. Ct. 1976 (1982); *Brown v. Sibley*, 650 F.2d 760, 768 (5th Cir. 1981) ("on the basis of the language of Section 504 and its legislative history, and on the strength of analogies to Title VI and Title IX, we hold that it is not sufficient, for purposes of bringing a discrimination claim under Section 504, simply to show that some aspect of the relevant overall entity or enterprise receives or has received some form of input from the federal fisc. A private plaintiff ... must show that the program or activity with which he or she was involved, or from which he or she was excluded, itself received or was directly benefitted by federal financial assistance") (footnotes omitted); *Simpson v. Reynolds Metals Co.*, 629 F.2d 1226 (7th Cir. 1980) (Federal aid to a company's work training program subjects only that program, not the entire company, to section 504 coverage); *Bachman v. American Society of Clinical Pathologists*, 577 F. Supp. 1257 (D.N.J. 1983) (Federal aid to conduct seminars on alcohol abuse does not bring the society's activity of certifying medical technologists within section 504 coverage); *University of Richmond v. Bell*, 543 F. Supp. 321 (E.D. Va. 1982) (University's intercollegiate athletic program not subject to title IX coverage because it did not receive Federal financial assistance).

Some pre-*Grove City* decisions did support the view that coverage was broader. *See e.g., Haffer v. Temple University*, 524 F. Supp. 531 (E.D. Pa. 1981), *aff'd* 688 F.2d 14 (3rd Cir. 1982) (title IX); *Wright v. Columbia University*, 520 F. Supp. 789 (E.D. Pa. 1981) (Section 504); *Poole v. South Plainfield Board of Education*, 490 F. Supp. 948 (D.N.J. 1980) (section 504); *Bob Jones University v. Johnson*, 396 F. Supp. 597 (D.S.C. 1974), *aff'd*, 529 F.2d 514 (4th Cir. 1975) (title VI).

I hope that this information will prove helpful to you. Please let me know if I can be of further assistance.

Sincerely,
Wm. Bradford Reynolds
Assistant Attorney General
Civil Rights Division

Faculty Awareness of the Needs of Physically Disabled Students in the College Classroom

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INTRODUCTION

Since the enactment of the Rehabilitation Act of 1973, increasing numbers of disabled students have been entering higher education. While Section 504 has opened the door for these students, it has not guaranteed the disabled student successful integration into the campus community.

The literature reveals that one way disabled students could be encouraged to feel that they are operating at full potential is for others, especially faculty members to exhibit positive attitudes and sensitive behaviors and to be willing to make some helpful classroom adaptations (Fonosch, 1980; Nathanson, 1983; Newman, 1976). The literature further reveals that different disability groups have some specific needs related to their academic endeavors (Bissonette & Zawilski, 1979; Goodman, 1978; Harkins, 1978; Schoepke, 1979; Smith, 1980; Sullivan, 1978; Taylor et al., 1981).

PURPOSE

It was the purpose of this study to determine and describe needs and concerns of three categories of disabled students—the visually impaired, the hearing impaired, and the mobility impaired.

The study was designed to answer the following questions.

1. Do disabled students experience any special needs in pursuing a college education? What are these needs?
2. If students do have special concerns, which of these concerns are professors and nondisabled students aware of? Which are they not aware of?
3. Are there concerns common to all disability groups?
4. Do specific disability groups have specific needs?
5. Is there a relationship between the concerns and the student's age, number of years disabled, year in school, or sex?
6. Are there students who normally would be classified as disabled who choose the option of not identifying as disabled?
7. What suggestions do students have for improving faculty awareness?

METHOD

Sample

One hundred and forty students whose names appeared on the Disabled Students' Program mailing list were mailed questionnaires. Forty-six disabled students who had post office boxes in the Disabled Students' Center received handwritten letters explaining the research and asking them to volunteer for personal interviews. In addition, notices asking for volunteers were posted on bulletin boards in the Disabled Students' Center.

The study was conducted over two academic semesters with 48 students answering mailed questionnaires and 14 students volunteering for interviews for a total of 62 participants.

INSTRUMENT

The questionnaire was designed for this study. It was one page long, front and back, and appeared on colored paper. The questionnaire was designed using a funneling effect, proceeding from broad to more specific questions. Most questions were open ended, thus insuring a wider range of possible answers. Attempts at reliability and content validity were made by first asking a general question about how teachers were aware or unaware of students' needs in the classroom, and then asking several specific questions about needs in the classroom. Every effort was made to reduce negative bias in the wording of the questions.

PERSONAL INTERVIEWS

The questions in the personal interviews were identical to those in the printed, mailed questionnaires. The interviews lasted from 20 minutes to 75 minutes, with most averaging about 30 minutes. During the interview, the student was encouraged to elaborate on any question of importance and to speak freely about needs and concerns.

The purpose of a mailed survey with one group and a personal interview with another group was to determine whether or not the interviews would verify the results of the questionnaires. The interviews did, in fact, verify these results and no new information was derived from them.

RESULTS

The results of the survey, both from the mailed questionnaire and from personal interviews, are presented below. Responses from 48 returned questionnaires and from 14 personal interviews are summarized according to disability groups: visually impaired, hearing impaired, and mobility impaired.

Visually Impaired Students

Demographic information on visually impaired respondents is presented in Table 1. No differences in amount or type of response could be found based on gender, age group, or years in school; all respondents labeled themselves disabled. The one interesting relationship noted is that the student who had been disabled for the shortest period of time reported the most dissatisfaction with faculty and student awareness and listed the most needs.

Faculty awareness of their needs was important to the visually impaired students. The needs most frequently listed were for professors to verbalize the material being written on the board, to spell out new technical words, and to be specific in verbalization rather than using "this" or "that" in descriptions. The most frequently listed need was for teachers to be aware of the extra time required by the visually impaired to complete their college course work. Books must be ordered on tape, requiring at least 2 months' advance notice. Time is needed to arrange for readers and test writers (usually 2 or 3 days), to do the reading with the help of a reader, to listen to books on tape, to edit lectures on tape, and to do research and write papers. One student described what he does to write a paper. First he arranges for readers to meet him in the library and read the pertinent materials while he takes notes in Braille. Next he arranges his notes in order on file cards, writes a rough draft in Braille, and types the rough

Table 1
Visually Impaired Students

	Questionnaire Group	Interview Group
Total number in group	5	5
Gender		
Male	1	3
Female	4	2
Age		
25 years and under	1	5
26 years and older	4	0
Year in School		
Freshman	0	0
Sophomore	1	0
Junior	1	1
Senior	1	2
Graduate	1	2
Unclassified	1	0
Number of years disabled		
1–5 years	1	2
6–10 years	0	0
More than 10, but not since birth	2	2
Since birth	2	1
Consider Self Disabled		
Yes	5	5
No	0	0

draft. Finally, he employs a professional typist to turn out the final copy, which is then read to him by a reader. Such a process means that most visually impaired students must begin written assignments weeks in advance of other students. Several of those interviewed said that it is important for them to start reading at least a month in advance of the beginning of the semester.

Students who are partially sighted often seem to have a more difficult time than those who are totally blind. Since they may not use a cane or wear thick-lensed glasses, these students appear to be sighted and others may not understand the need for assistance. The partially sighted students reported they were treated as stupid, retarded or rude when they asked for help in reading a chalkboard or unclear handout, or failed to recognize someone visually. They felt it was especially important to take the responsibility of explaining their special problems and classroom needs to professors from the very beginning because their handicapping condition might remain unknown if they did not.

Other problems for the visually impaired student were noted. Care must be taken that the test writer transcribes exactly what the visually impaired person dictates. They must deal with the presumptions of some professors and nondisabled students that the blind are cheating on examinations because they are in a separate room with a test writer.

Mobility and accessibility to classrooms was mentioned as a consideration. Impracticality of classroom layout—chairs crowded or in different places, lack of space for a dog guide, need for orientation to a room in order to locate exits, rostrum, blackboard, light switches, and electrical outlets for a tape recorder—was noted.

Those with partial sight had concerns about hazards in the campus environment. Sometimes they could not make out numbers on classroom doors, could not see in dimly lit hallways, and felt endangered in buildings where stairwells were not marked. At times the marked buttons were missing on elevators and a marking on the outside of the elevator was needed to indicate the floor. Sidewalk hazards were caused by bicycle, motorcycle, and skateboard riders. Curbcuts were sometimes a problem for the partially sighted, who need them outlined in a brightly colored paint.

Hearing Impaired Students

Demographic data for the hearing impaired students responding to the written questionnaire and those participating in the personal interview are found in Table 2. There appeared to be no difference in the extent of difficulties encountered by the congenitally deaf and those who lost their hearing later in life. There was no relationship between year in school and reported problems. Seventy-eight percent of the hearing impaired respondents considered themselves disabled.

Almost 90% of the hearing impaired respondents noted some lack of faculty awareness. Students said that in some cases, in spite of having informed their professors about their hearing difficulties and their special needs, there was some feeling that professors improperly compensated or expected more than the student could do. Some professors expected stu-

Table 2
Hearing Impaired Students

	Questionnaire Group	Interview Group
Total number in group	9	4
Gender		
Male	7	3
Female	2	1
Age		
25 years and under	5	1
26 years and older	4	3
Year in School		
Freshman	0	0
Sophomore	3	1
Junior	2	2
Senior	1	0
Graduate	3	1
Unclassified	0	0
Number of years disabled		
1-5 years	0	0
6-10 years	0	0
More than 10, but not since birth	5	2
Since birth	4	2
Consider Self Disabled		
Yes	7	3
No	2	1

dents to watch the blackboard and the interpreter and take notes simultaneously.

One area in which those surveyed felt teachers had little knowledge was lip reading. Some hearing impaired students spoke well enough that their hearing loss was not readily apparent, and it therefore became very important to inform the professor they were dependent on lip reading. They pointed out that lip reading provided only 30% of lecture content and that the rest was filled in by logic and guesswork. These students noted how important it was for professors to face them; to speak slowly; to keep their mouths free of encumbrances such as cigarettes, hands, and microphones; and to stand away from windows or glare that shadows the face. Another need was for professors to summarize or repeat what had been said by other students who were sitting where the lip reader could not observe them. Foreign or regional accents were hard to lip read. Often the hearing impaired students would prefer to sit in the front row, and a general comment from all respondents was that they found it hard or embarrassing to interrupt the professor in order to understand the classroom presentation.

Those hearing impaired students using an interpreter faced some specific classroom problems as well. At times professors were unaware that interpreters have a professional and ethical code that does not allow them to help a deaf student in any way that could be construed as cheating. Students mentioned having extra attention focused on them because of the interpreter. Other students in the classroom were sometimes distracted by the interpreter. At times the professors lectured too fast and the interpreter could not keep up, or the professor asked the class to read from a book but talked at the same time. Some of the lecture was lost in translation, and films and tapes were difficult to grasp through an interpreter. One student put it this way, "Interpreters help some, but it does not give the same impact of understanding through the ears, and it gets tiring watching all the time. Reading is more important."

All of the hearing impaired students participating in this study indicated they suffered indignities because of their handicaps. "People talk down to you, they make you feel stupid, they shout at you. Why do they have to yell? People don't see my handicap—so they make false assumptions."

Mobility Impaired Students

Demographic data on mobility impaired students participating in this study are shown in Table 3. There does not appear to be any relationship between demographic variables and amount or type of response, except that graduate students in general listed fewer problems than undergraduates. Seventy-six percent of the mobility impaired students considered themselves disabled.

Table 3
Mobility Impaired Students

	Questionnaire Group	Interview Group
Total number in group	24	5
Gender		
Male	11	3
Female	13	2
Age		
25 years and under	8	3
26 years and older	16	2
Year in School		
Freshman	4	1
Sophomore	0	0
Junior	3	2
Senior	4	0
Graduate	12	2
Unclassified	1	0
Number of years disabled		
1-5 years	3	1
6-10 years	12	0
More than 10, but not since birth	0	2
Since birth	1	0
Consider Self Disabled		
Yes	19	3
No	5	2

Fifty-four percent of the mobility impaired students felt their professors were aware of their special needs. They reported their professors were sensitive to their needs—opening doors, moving desks, relocating the classroom to an accessible room, providing special exam setups, allowing printing in place of typing on papers, getting special materials, and allowing extra time to take exams and complete assignments. They expressed less concern over faculty awareness.

A number of mobility students impaired listed problems getting in and out of the classroom. The chief concern was managing the doors, and 50% reported something impractical in the physical layout of the classroom. There were difficulties in finding a place to park a wheelchair. Since the desks were often bolted down, they could not arrange space. Rooms were too cramped or overcrowded, the desks were too high, and at times students were forced to sit in front of the first row "looking up the professor's nose."

A majority of the mobility impaired students did not indicate problems with assignments, but those who did said they needed more time in writing papers because of poor hand dexterity or weak muscles or lack of overall energy. The nature of the disability often required many hours of personal attention and medical care that limited the students' time to fulfill their school requirements, and caused them to fall behind.

Architectural barriers were frequently noted. Some students discussed buildings without electric eye doors and ramps that were too steep or had obstacles such as parked bicycles or groups of students standing and talking. Dirty sidewalks with pigeon excrement and gum that sticks to wheelchair tires that were often hand maneuvered were noted. All students evidenced concern about dangerous situations arising from encounters with motorcycles, bicycles, and skateboard riders on the sidewalks.

Perhaps the main concern of this group was campus elevators. Many indicated that they have real fears about elevator use. Some could not reach buttons, some got jarred in their wheelchair when elevators did not stop flush with floors, and some were frightened by being in an enclosed space. Several reported having been trapped in a malfunctioning elevator and being unable to reach the phone or emergency button. All experienced frustration when the elevator they needed was not operable, causing them to miss classes.

NEEDS COMMON TO ALL GROUPS

There were some specific needs common to all groups. The majority of respondents from each of the disability categories agreed that a heightened awareness by faculty would make their academic life more successful. Although many cited instances of faculty sensitivity, they also noted occasions when professors failed to meet their needs. Most of the respondents said that faculty awareness was important to them.

The majority of respondents expressed a need for more time—time to complete assignments, to get to class, to make special arrangements for support personnel, including notetakers, interpreters, and test writers. Most noted that their disability required them to take longer to complete assignments, to prepare for exams, and to do research or background reading.

The majority of respondents commented on some level of lack of awareness of nondisabled students. Many noted that life would be much easier if the nondisabled had more understanding of a disabled student's special needs on campus and in the classroom. Socialization was reported by many to be a problem, which could be solved if their fellow students were more knowledgeable about disability.

Respondents from every disability group reported problems using the library facilities. It was difficult for one respondent in a wheelchair to reach the card catalogue or the upper shelves. It was nearly impossible for the visually impaired to use indices, the card catalogue, or even find books on shelves. The hearing impaired frequently found it difficult to make use of information specialists at reference desks. Even access to the physical facility itself was often impeded due to steep ramps, parking difficulties, and the turnstiles and security gate. In short, comments about difficulties using the library elicited more expression of frustration than any other single concern.

RECOMMENDATIONS

The recommendations that follow are aimed at ways in which college communities may increase awareness on the part of the faculty, staff, and student population. Subjects involved in this study suggested the use of many of the techniques described below. These techniques and recommendations fall into seven general categories: disability simulation, sensitivity workshops and seminars, awareness days, surveys, materials and pamphlets, displays, and speakers.

Disability simulation, having nondisabled individuals attempt to duplicate the daily experience of a disabled student on campus, has been met with mixed reactions from participants. Anderson (1981) reported on several such exercises at East Tennessee University and at Wichita State University. Some of the mobility impaired students in the present study thought that professors should spend a day in a wheelchair. A visually impaired student suggested blindfolding instructors and giving them the task of searching out materials in the library.

Sensitivity workshops and seminars, where professors and nondisabled students meet with disabled students, hear lectures on disabilities, and receive strategies on adaptation of classroom teaching methods, have been reported on a number of campuses. Tindall (1980) details these strategies and techniques. Such workshops, if attended by the faculty and staff most in need of such information, can go a long way in sensitizing individuals to the needs of disabled students.

Awareness days, where the entire campus is included in acquiring information and insight into what it is like to be disabled, make up the third general category of recommended activities. Any number of activities can be planned for awareness days, with the key goal being to get students and faculty involved. Media presentations, workshops on independent living, a walking tour of campus access problems with some attempting wheelchair access, wheelchair basketball games, obstacle courses in which contestants simulate blindness—these are but a few of the activities that have been tried. Awareness days are also an appropriate time to bring recognition to faculty who have shown outstanding accomplishments in working with disabled students. Perhaps the most beneficial aspect of awareness days is the personal interaction, sometimes for the first time, of the disabled and their nondisabled college counterparts. Such interaction takes place in a nonacademic, social atmosphere, affording both nondisabled students and faculty an opportunity to meet the disabled students as individuals.

Surveys of faculty and students which try to determine faculty attitudes and awareness of student needs are highly recommended by disabled students surveyed in this study. By pinpointing areas where more awareness is needed, service programs can determine effective ways to educate others on the needs of the disabled.

It is recommended that faculty be presented with printed materials and pamphlets on various disabilities and on special issues related to the classroom. Newsletters can be disseminated to both disabled students and selected faculty/staff, including top administration. Information sheets, brochures, and accessibility maps can be distributed to all faculty through department heads.

Displays of special aids and equipment used by disabled students offer another means of furthering understanding of the special needs of disabled students. Prosthetics and orthotics; special equipment used by the visually impaired; models of telephone booths, water fountains, rest rooms, and ramps that better accommodate the mobility impaired could be displayed for the general campus public. An awareness of the existence of such aids and devices can serve to raise the consciousness of the nondisabled as to the needs of the disabled.

Student speaker programs, where panels of disabled students give presentations on disability to individual classes or outside groups, have proven to be an effective means of heightening awareness of disability. A hearing impaired student in this study suggested that panels of disabled students speak at freshmen orientation.

Finally, the strongest recommendation that can be made is for disabled students themselves to take the initiative in being open with faculty members; to meet with them and discuss needs, concerns, and special issues. Although in the ideal academic setting the professor should be sensitive to the unique needs of those who are disabled, it should not be assumed this will automatically occur. It is the responsibility of the student with a disability to be an advocate for his or her needs on the college campus. Such interaction will establish an atmosphere and environment in which all students can take equal advantage of postsecondary education.

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